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ABSTRACT

The first section of this report on Idaho's achievement standards provides the mathematics standards for kindergarten through eighth grade. In the second section, social studies standards for kindergarten through fifth grade are given, followed by history of human civilization for middle grades, geography for middle grades, and U.S. history for middle grades. The third section offers science standards for kindergarten, then first through sixth grades, separately. Science standards for the middle grades follow. The fourth section gives standards for language arts/communications; kindergarten through eighth-grade standards are given separately. The fifth and last section delineates health standards, with kindergarten through sixth grade listed separately and middle grades grouped together. In each subject area, skills or concepts are listed by number, followed by subskills that are also enumerated. Each skill is provided with a rationale. All skills and subskills have three columns of data indicating student behavior that will demonstrate performance, content knowledge and skills needed, and samples of its application. Typical examples for the three columns are as follows: (1) understand and use numbers; (2) demonstrate an understanding of the verbal, symbolic, and physical representations of a numbers; and (3) put number cards in order from 0 to 10. Reference sources used for each subject area to formulate the written standards are provided. (RKJ)

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Idaho State Board of Education
K-8 Achievement Standards

Approved October 19, 2000

Idaho's Standards for Excellence

Idaho State Board Of Education
in collaboration with
The Idaho State Department of Education

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K-8 REFERENCES

SCIENCE

NSTA Pathways to the Science Standards Middle School Edition
NSTA Pathways to the Science Standards Elementary School Edition
National Science Education Standards
Boise Public Schools Science Grade 6 Supplement
Hawaii Science Content Standards (August 1999)
Washington State Standards
Idaho Science Frameworks
Idaho Science Scope and Sequence Guide
Idaho State Achievement Standards Version 1.0
Approved Curricular Materials listed in the 2000 Idaho Adoption Guide

MATH

NCTM Standards
Virginia State Standards
Montana State Standards
Connecticut Draft Mathematics Curriculum Framework
Idaho State Achievement Standards Version 1.0
Idaho Math Frameworks
Idaho Math Scope and Sequence Guide
Approved Curricular Materials listed in the 2000 Idaho Adoption Guide

LANGUAGE ARTS/COMMUNICATIONS

Virginia State Standards
Michigan State Standards K-8
Wyoming State Standards K-8
Idaho Language Arts Frameworks
Idaho State Achievement Standards Version 1.0
Idaho Language Arts Scope and Sequence Guide
National Standards for the English Language Arts Sponsored by NCTE and IRA

HEALTH

State Health Education Frameworks
Idaho Health Scope and Sequence Guide
Idaho State Achievement Standards Version 1.0
Approved Curricular Materials listed in the 2000 Idaho Adoption Guide

SOCIAL STUDIES

National Geography Standards
National World History Standards
National U.S. History Standards
Nebraska State Standards
Oregon State Standards
Washington State Standards
Virginia State Standards
Idaho State Achievement Standards Version 1.0

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456. – 500. (RESERVED).

IDAHO MATHEMATICS PERFORMANCE STANDARDS KINDERGARTEN

Sections 500. – 507.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

501. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Demonstrate an understanding of the verbal, symbolic, and physical representations of a number.	i. Put number cards in order from 0 to 10. ii. Match the value of a number with its corresponding numeral. iii. Count a set of objects using one-to-one correspondence.
	b. Demonstrate knowledge of our numeration system by counting in a variety of ways.	i. Rote count from 0 to 20. ii. Rote count backwards from 10 to 0. iii. Identify ordinal numbers 1st through 3rd.
	c. Identify a penny as a value of money.	i. Use pennies to purchase items from a school store.
02. Perform computations accurately.	a. Demonstrate the concepts of addition and subtraction using concrete objects.	i. It's snack time. If you have 4 cookies and you eat 2 cookies, how many cookies will you still have? ii. Use the counting bears to show that the 3 bears are at the dinner table. 2 more bears join them. How many bears are at the table?
03. Estimate and judge reasonableness of results.	a. Use estimation to identify a number of objects.	i. Identify the reasonableness of the number of teddy bear counters in a small jar (up to 10).
	b. Evaluate the reasonableness of an answer.	i. Have students estimate the number of blocks (up to 10) in a bag. Count the number of blocks to find the total, and note which estimates are reasonable.

502. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-	a. Select strategies appropriate for solving a problem.	i. Use: • guess and check

solving skills.		• act it out • draw a picture • build a model
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use concrete objects to identify and show a solution to problems.	i. Given a picture or story, use counters to make up your own number story and solution.
03. Apply appropriate technology and models to find solutions to problems.	a. Explore the use of a 4-function calculator.	i. Use keys to manipulate numbers - the Clear button and On and Off.
04. Communicate results using appropriate terminology and methods.	a. Use appropriate vocabulary to communicate mathematical information.	i. Use vocabulary terms: • more • less • same • number

503. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use U.S. Customary and metric measurements.	a. Explore the use of tools for measuring time, length, volume, weight, and relative temperature.	i. Use non-standard units (for instance, paper clips, hands, shoes) to measure items in class for length, volume, and weight. ii. Use thermometers to measure relative temperature. iii. Use digital and analog clocks to understand that it tells the time. iv. Use a calendar to determine the day of the week and the day's date.

504. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbols as a tool to represent mathematical relationships.	a. Compare sets of objects using vocabulary (less than, greater than, and same as).	i. Identify which set of objects is greater, less, or the same as.
	b. Explore the relationship between addition and subtraction.	i. There were 2 bears at the gym. 3 more bears came. How many bears were at the gym? 1 bear got sick and went home. How many bears were still at the gym?

505. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Recognize and name plane shapes (circle, square, triangle, rectangle).	i. Teacher touches the shape and the child tells the name of the shape. ii. Teacher tells the name and the child touches the corresponding shape. iii. Go on a shape walk.
	b. Understand and apply appropriate vocabulary for position and size.	i. Appropriate vocabulary: above, below, up, down, over, under, inside, outside, top, bottom, between, middle, before, after.

506. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Interpret information found in real objects and simple pictographs.	i. Provide a simple graph such as how many girls and how many boys and determine most, least, and same.
	b. Understand appropriate vocabulary.	i. Appropriate vocabulary: graph, same, different, least, most, sort, predict, and tally.
02. Collect, organize, and display data.	a. Create a graph using real objects or pictorial representations.	i. Use children's shoes to build a graph to tell how the shoes fasten. Put the question "How do we fasten our shoes?" at the top of the graph. ii. Use a pictograph to show how students get to school (ride or walk).
03. Understand basic concepts of probability.	a. Predict and perform results of simple probability experiments.	i. Place 3 objects, 2 of 1 color and 1 of another color, in a bag. Predict what color will be drawn from the bag.
04. Make predictions or decisions based on data.	a. Make decisions based on probable results.	i. If it has been snowing for 3 days, should a person wear a bathing suit outside?

507. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Replicate and extend patterns and identify the rule (function) that creates the pattern.	i. Copy and extend a pattern using unifix cubes. Use the same pattern using different colors.
	b. Sort and classify objects by attributes.	i. Sort by shape, color, size, and other attributes using attribute blocks.
	c. Understand appropriate vocabulary.	i. Appropriate vocabulary: sort, pattern, and count.

508. – 510. (RESERVED).

IDAHO MATHEMATICS PERFORMANCE STANDARDS GRADE 1

Sections 511. – 517.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

511. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Order and compare whole numbers to 100.	i. Order 41, 60, and 15 from least to greatest.
	b. Demonstrate knowledge of our numeration system by counting in a variety of ways.	i. Start at 23 and count to 56. ii. Start at 28 and count backwards to 12. iii. Rote count by 10s, 5s, and 1s to 100. iv. Skip count by 2s to 10. v. Students line up and count by ordinal numbers (1^{st} to 10^{th}).
	c. Use concrete materials to recognize and represent commonly used fractions.	i. Fold a paper to show 1/2 and 1/4. ii. Use pattern blocks to demonstrate 1/3 (by using the red trapezoid and the green triangles.)
	d. Identify and state the value of pennies, nickels, and dimes.	i. Sell items required for an art project for, for instance, Christmas ornaments or Valentine bags, for values of 1, 5, and 10 cents. ii. Use nickels to show 35 cents. iii. Use dimes to show 70 cents.

	e. Demonstrate the knowledge of place value through 99.	i. Say and write the number 87 as 8 tens and 7 ones. ii. Appropriate vocabulary: tens, ones.
02. Perform computations accurately.	a. Demonstrate proficiency of addition up to 10 and an understanding of subtraction from 9.	i. Build a number in a variety of ways: • Show a variety of ways to build (compose) a number (1 + 4 = 5, 2 + 3 = 5, 5 + 0 = 5, 1 + 1 + 3 = 5). • Show a variety of ways to decompose a number (6 - 5 = 1, 6 - 2 = 4, 6 - 0 = 6, 6 - 3 = 3).
03. Estimate and judge reasonableness of results.	a. Use estimation to identify a number of objects.	i. Identify the reasonableness of the number of jellybeans in a small jar (up to 30).
	b. Use estimation to predict computation results.	i. Which is the best estimate of the sum of 10 + 9 = ? About 2, about 11, or about 20?
	c. Evaluate the reasonableness of an answer.	i. Given 9 - 4, would 10 be a reasonable number?

512. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Select strategies appropriate for solving a problem.	i. Use: • guess and check • act it out • draw a picture • build a model
	b. Select and use appropriate operations.	i. Determine whether to add or subtract when given a word problem.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Draw a picture and generate a number sentence from a problem-solving situation.	i. Make a picture and a number sentence for the following problem: I have 5 bikes in my garage. How many wheels do I have?
03. Apply appropriate technology and models to find solutions to problems.	a. Explore the use of a 4-function calculator.	i. Use the +, -, and = keys to manipulate numbers.
04. Communicate results using appropriate terminology and methods.	a. Use appropriate vocabulary and symbolic representation to communicate mathematical information.	i. Know +, -, =, and the vocabulary for each. ii. Understand math is expressed in various ways: • add, plus, more • subtract, minus, less • equals, is the same as

		iii. Use sum and difference to refer to answers for addition and subtraction.

513. CONCEPTS AND PRINCIPLES OF MEASUREMENT.
Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use U.S. Customary and metric measurements.	a. Investigate tools for measuring time, length, area, volume, weight, and relative temperature.	i. Use non-standard units (for instance, paper clips, hands, shoes) to measure items in class for length, area, volume, and weight. ii. Use analog and digital clocks to measure time to the nearest hour. iii. Use thermometers to measure relative temperature.
	b. Use a calendar to explore measurement of time.	i. Recite the days of the week in order. ii. Determine yesterday and tomorrow when given a specific day of the week using a calendar.

514. CONCEPTS AND LANGUAGE OF ALGEBRA.
Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Represent vertical notation in horizontal form.	i. Rewrite 4 +3 7 as 4 + 3 = 7.
	b. Given an addition or subtraction problem, write a number sentence.	i. Determine the correct number sentence for a story problem. (Identifying necessary vs. unnecessary information.)
	c. Compare numbers using vocabulary (less than, greater than, equal to, more, less, same, fewer, bigger, and smaller).	i. Is 44 greater than or less than 30? ii. Which is less, 25 or 13? iii. Is 2 + 1 the same as 3 + 0?
	d. Identify true and false number sentences.	i. Determine if 5 + 4 = 54 is true or false.
	e. Understand equations using the commutative property of addition.	i. 3 + 2 = 2 + 3.

	f. Explore the relationship between addition and subtraction and demonstrate reversal of operations.	i. Recognize fact families.

515. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Name and classify plane shapes.	i. Identify a circle, triangle, rectangle, and square.
	b. Identify and classify plane geometric shapes and objects in your environment.	i. Find objects at home or in class that are examples of the above shapes.
	c. Explore properties of symmetry.	i. Identify an example of symmetry. ii. Identify lines of symmetry on simple objects (pine tree).
	d. Understand appropriate vocabulary.	i. Appropriate vocabulary: above, below, up, down, over, under, inside, outside, top, bottom, between, middle, before, after. ii. Appropriate vocabulary: symmetry, circle, triangle, rectangle, and square.

516. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Interpret information found in simple graphs.	i. Identify more, less and same after reading a graph.
	b. Understand that a graph answers a question.	i. Which is your favorite apple (red, green, yellow)?
	c. Understand appropriate vocabulary.	i. Appropriate vocabulary: tally, graph, predict.
02. Collect, organize, and display data.	a. Gather and display data in graphs in order to answer a question.	i. Tally the number of students in the class that like red, green, or yellow apples best. Create a graph of your results. ii. Tally the number of students taking hot or cold lunch for the day.
03. Understand basic concepts of probability.	a. Predict, perform, and record results of simple probability	i. Place 3 objects, 2 of 1 color and 1 of another color, in a bag. Predict what

	experiments.	color will be drawn from the bag. Tally the results.
04. Make predictions or decisions based on data.	a. Make predictions and decisions based on past information.	i. If it has been snowing for 3 days, should a person wear a bathing suit outside?

517. FUNCTIONS AND MATHEMATICAL MODELS.
Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Generate and extend patterns and identify the rule (function) that creates the pattern.	i. Use pattern blocks to create a pattern that repeats after 3 objects. (Verbalize the pattern.)
	b. Sort and classify objects by more than 1 attribute.	i. Sort a collection of buttons by more than 1 attribute (shape, size, color, 2 holes, 4 holes). ii. Sort the same objects again by other attributes.
	c. Order objects by size or other numerical properties.	i. Line up from tallest to shortest.
	d. Understand appropriate vocabulary.	i. Appropriate vocabulary: skip count, pattern, and sort.

518. – 519. (RESERVED).

IDAHO MATHEMATICS PERFORMANCE STANDARDS GRADE 2

Sections 520. – 526.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

520. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.
Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Order and compare whole numbers.	i. Order 36, 173, and 14 from least to greatest.
	b. Demonstrate an understanding of our numeration system by counting a variety of ways.	i. Count backwards from the 28th of the month to the 1st of the month. ii. Line up and count by ordinal numbers from 1st to the end of the student line. iii. Say date using ordinal numbers. iv. Count by tens from random numbers (6, 16, 26…).

	c. Use concrete materials to recognize and represent commonly used fractions.	i. Given the fraction 1/4, draw or show with a model, 1/4 of a whole or 1/4 of a group ■ □□□.
	d. Explore decimals through hundredths using money.	i. Recognize 10¢ and $0 .10 are equivalent values. ii. Read $1.25 as "one dollar and twenty-five cents."
	e. Determine, by counting, the value of a collection of pennies, nickels, dimes, and quarters up to $1.00.	i. Arrange 1 penny, 2 nickels, 2 dimes, and 2 quarters from greatest value coins to least and count the value (81¢). ii. Using classroom store items, choose coins to purchase an item less than 99¢. iii. Find price tags or newspaper ads that show dollar and cent signs (25¢ and $0.25).
	f. Demonstrate the knowledge of place value through 999.	i. Say and write numeral 265 when shown 2 hundreds, 6 tens, and 5 ones with place value materials. ii. Given 378, make a model showing hundreds, tens, and ones. iii. Given 500 + 60 + 3 in expanded form, write the correct 3-digit number. iv. Given 642, tell how many tens, ones, and hundreds.
	g. Understand appropriate vocabulary.	i. Appropriate vocabulary: place value, ones, tens, hundreds, penny, nickel, dime, quarter, dollar, cent, coin, change, and fraction.
02. Perform computations accurately.	a. Demonstrate proficiency with addition and subtraction facts through 18.	i. Given 6, 7, 13, write 2 addition and 2 subtraction facts (6 + 7 = 13, 7 + 6 = 13, 13 – 7 = 6, 13 – 6 = 7). ii. Memorize doubles (1 +1, 2 + 2, 3+3, 4 + 4…) and extend to doubles plus or minus 1. iii. Count on or back from the larger number in a fact problem. iv. Memorize basic facts to 18.
	b. Add whole numbers with and without regrouping through 99.	i. Add the ages of 2 teenagers or adults. ii. Add the number of students in 2 classrooms.

	c. Explore double-digit subtraction of whole numbers with regrouping through 99.	i. Use the newspaper to determine how much colder it was last night than it is today. ii. Use concrete materials (place value blocks or unifix cubes, etc.) to demonstrate 64 – 37 = ____.
	d. Add with multiple, 1-digit addends.	i. Determine the value of 6 + 5 + 4 by looking for a combination that equals ten (6 + 4) and adding 5.
	e. Explore multiplication.	i. Work with dimes, nickels, and pennies to explore multiples of tens, fives, and ones. ii. Explore multiplication work with arrays, looking for 3 groups of 2 or 3 groups of 5.
03. Estimate and judge reasonableness of results.	a. Use estimation to predict computation results.	i. Determine how many packs of hot dogs (10 per pack) would be needed for 26 children.
	b. Evaluate the reasonableness of an answer.	i. Use a number line to determine the closest ten for a given number (round 5 to higher 10). ii. Given subtraction problem, 38 – 6, would 44 be a reasonable answer?

521. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Select strategies appropriate for solving a problem.	i. Use: • guess and check • act it out • draw a picture • build a model
	b. Select and use appropriate operations.	i. Determine whether to add or subtract when given a word problem.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Generate a number sentence from a problem-solving situation.	i. Compare 2 items from a graph and make an addition or subtraction problem. ii. Count the blue cars and red cars in the parking lot and write a number sentence (16 - 9 = 7 or 9 + 7 = 16 or 16 > 9 …).
03. Apply appropriate technology and models to find solutions to problems.	a. Explore the use of a 4-function calculator.	i. Use the +, -, and = keys to manipulate numbers.

04.	Communicate results using appropriate terminology and methods.	a.	Use appropriate vocabulary and symbolic representation to communicate mathematical information.	i. ii. • add, plus, more • subtract, minus, less • equals, is the same as iii.	Know +, -, =, >, and <, and the vocabulary for each. Understand math is expressed in various ways: Use sum and difference to refer to answers for addition and subtraction.

522. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standard – The student will:		Content Knowledge and Skills:		Samples of Applications:
01.	Understand and use U.S. Customary and metric measurements.	a.	Investigate tools for measuring time, length, area, volume, weight, and temperature.	i. Start with non-standard units, for instance, paper clips, hands, or shoes, to measure items in class. ii. Use ruler, yardstick, measuring tape, scales, cups, pints, quarts, and Fahrenheit thermometer. iii. Use meter stick, centimeters, liters, balance scale, and Celsius thermometer.
		b.	Explore relationships within the U.S. Customary system.	i. Tell whether inches or feet would be used to measure a crayon. ii. Draw something that might weigh about 1 pound (book, lunch box).
		c.	Explore relationships within the metric system.	i. Tell whether a centimeter or meter would be used to measure a thumb. ii. Work with relationships in the metric system (100 centimeters is 1 meter).
		d.	Tell time using both digital and analog clocks to the quarter hour.	i. Use the classroom clock at various times of day to tell the time (recess, lunch, dismissal).
		e.	Identify relationships among minutes and hours to solve real-world problems.	i. Know quarter hour as 15 minutes, half hour as 30 minutes, and hour as 60 minutes.
		f.	Understand days in week, months in year.	i. Recite the days of the week in order. ii. Recite the months of the year in order. iii. Determine yesterday and tomorrow when given a specific day of the week.

523. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Represent vertical notation in horizontal form.	i. Rewrite $\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$ as $6 + 7 = 13$.
	b. Given an addition or subtraction problem, write a number sentence.	i. Determine the correct number sentence for a story problem.
	c. Compare numbers using vocabulary (less than, greater than, and equal to) and symbols (<, >, =).	i. Given 46 and 64, state, "46 is less than 64 and 64 is greater than 46." ii. Use the number line to establish the meaning of the symbols > and <.
	d. Identify true and false number sentences.	i. Determine if $5 + 4 = 54$ is true or false.
	e. Write equations using the commutative property of addition.	i. $6 + 4 = 4 + 6$.
	f. Understand relationship between addition and subtraction and demonstrate reversal of operations.	i. Create fact families. $2 + 3 = 5$ $3 + 2 = 5$ $5 - 3 = 2$ $5 - 2 = 3$

524. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Name, draw, and classify plane shapes.	i. Draw a circle, triangle, rectangle, and square. ii. Given a drawing of a square and a rectangle, recognize that the square is also a rectangle.
	b. Identify and classify plane and solid geometric shapes and objects.	i. Identify square, rectangle, triangle, circle, and their relationships to cube, cone, pyramid, and sphere. ii. Find objects at home or in class that are examples of the above shapes.
	c. Explore properties of symmetry.	i. Cut out a heart using a folded piece of paper; use the fold to show the line of symmetry. ii. Use pattern blocks to make a symmetrical "person" and another that is not symmetrical.

	d. Explore the perimeter of rectangles (including squares) and triangles.	i. Given a triangle or a rectangle with the side measurements shown, add the sides to find perimeter.
	e. Explore the area of rectangles (including squares).	i. Arrange tiles in varied rectangular shapes (arrays) and count tiles used.
	f. Explore slides, flips and turns.	i. Use animal crackers to show position after sliding, flipping, or rotating.
	g. Understand appropriate vocabulary.	i. Appropriate vocabulary: symmetry, circle, triangle, rectangle, square, pyramid, cube, cone, sphere, flip, turn, slide.

525. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Interpret information found in simple tables, graphs, and charts.	i. Answer simple questions after reading a table, graph, or chart. ii. Use the key or legend on a graph to determine if the symbol means 1 or more than 1.
	b. Understand appropriate vocabulary.	i. Appropriate vocabulary: tally, graph, chart, table, row, column, predict.
02. Collect, organize, and display data.	a. Gather and display data in tables, charts, and graphs in order to answer a question.	i. Tally types of drinks in lunches and create a chart or graph.
03. Understand basic concepts of probability.	a. Predict, perform, and record results of simple probability experiments.	i. Use 6 coins to record heads or tails. After 9 trials, predict the tenth outcome.
04. Make predictions or decisions based on data.	a. Make decisions based on probable results.	i. Use a graph showing pets that belong to children in class to predict the pets of the children in an adjoining class.

526. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Generate and extend patterns and identify the rule (function) that creates the pattern.	i. Skip count using 2s, 5s, and 10s. ii. Use tiles to display odd and even numbers.
	b. Sort and classify objects by attributes.	i. Sort a collection of leaves by color, shape, and/or size.

	c. Order objects by size or other numerical properties.	i. Line up from tallest to shortest. ii. Arrange pattern blocks in order of the number of sides.
	d. Understand appropriate vocabulary.	i. Appropriate vocabulary: odd, even, skip count, pattern.

527. – 529. (RESERVED).

IDAHO MATHEMATICS PERFORMANCE STANDARDS GRADE 3

Sections 530. – 536.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

530. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Order and compare whole numbers.	i. When given a set of whole numbers, order them from least to greatest and greatest to least.
	b. Use concrete materials to recognize, represent, and compare commonly used fractions.	i. When given a set of fraction materials, select and identify parts of the whole. ii. Which is larger: a fourth of a pizza or a third of a pizza?
	c. Explore decimals using money through hundredths.	i. Add the cost of school supplies using dollar sign and decimal point. ii. Given an amount of money with a cent sign, change to dollar sign and decimal point format (56¢ to $0.56).
	d. Determine, by counting, the value of a collection of bills and coins up to $10.00.	i. Count and write the value of a collection of coins and bills.
	e. Demonstrate the knowledge of place value through 9,999.	i. Identify each place value up to the thousands place. ii. Identify the value of a given digit in a number; for instance, 9,630: 6 = 600. iii. From a newspaper or magazine, find examples of 4 in the hundreds place. iv. Use expanded notation (9000 + 600 + 30 + 0).

	f. Understand appropriate vocabulary.	i. Begin to use terms: numerator, denominator, ones, tens, hundreds, thousands, decimal point, place value, greatest and least, expanded notation.
02. Perform computations accurately.	a. Add and subtract whole numbers with and without regrouping through 999.	i. Know basic facts through 18. ii. Subtract your age from the principal's age.
	b. Add three, 1 and 2 digit addends.	i. Add the lunch count from 3 classrooms. ii. Change the format from horizontal to vertical.
	c. Multiply whole numbers through 10 x 10.	i. Use concrete materials to model multiplication facts. ii. Determine how many days are in 5 weeks.
	d. Explore the relationship between multiplication and division.	i. 3 x 6 = 18, 18 ÷ 6 = 3.
	e. Select and use an appropriate method of computation from mental math, paper and pencil, calculator or a combination of the three.	i. Choose the best method: • If someone has a dollar, is there enough money to buy a candy bar and soda? • Find the total number of students in 1st, 2nd, and 3rd grade. • Given that 43 out of 100 students ride the bus, determine how many do not.
	f. Use appropriate vocabulary.	i. Appropriate vocabulary: addends, difference, operation, number sentence, subtraction, minus, equals, addition, sum, zero, fact family.
03. Estimate and judge reasonableness of results.	a. Use estimation to predict computation results.	i. Round to the nearest ten and/or to the nearest hundred: • 52 to 50; 65 to 70; 450 to 500; 108 to 100. ii. Estimate the number of half-gallon containers of milk needed for a class of 20 if each student receives 1cup. iii. Estimate the number of cars needed for a class field trip if each car holds 6 people (not including the driver).
	b. Evaluate the reasonableness of an answer.	i. Is the reasonable height of a 3rd grader 4 inches, 4 feet, or 4 yards?
	c. Use appropriate vocabulary.	i. Round and estimate.

531. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Select strategies appropriate for solving a problem.	i. Strategies: • logical reasoning • making chart or table • act it out • draw a picture • guess and check • working backwards
	b. Select and use appropriate operations.	i. Given a variety of story problems, select and use the appropriate operation.
	c. Make predictions and decisions based on information.	i. Predict the next two days' temperatures based on information from the previous two days.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	i. Graph favorite ice cream flavors of students. Write results in a mathematical equation such as # students choosing chocolate is greater than # students choosing strawberry written as: $c > s$; # students choosing chocolate plus # students choosing strawberry equals 20 students is written as: $c + s = 20$.
03. Apply appropriate technology and models to find solutions to problems.	a. Use a 4-function calculator.	i. Check computation.
04. Communicate results using appropriate terminology and methods.	a. Use appropriate vocabulary and symbolic representation to communicate mathematical information.	i. Convert a story problem to a number sentence using appropriate notations, terms, and labels. ii. Classroom presentation of mathematical information obtained from research such as a chart – compare and contrast the average temperatures or rainfall in the desert and forest.

532. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standards – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use U.S. Customary and metric measurements.	a. Know and use appropriate tools for measuring time, length, area, volume, weight, and	i. Introduce clocks (digital, analog), rulers, yardsticks (standard and metric), scales, thermometers (F/C),

	temperature.	containers. ii. What tool would you use to measure a carpet?
	b. Explore relationships within the U.S. Customary system to solve problems.	i. Use a reasonable measure to determine: • distance from school to home • capacity of containers of various size (pool versus bathtub)
	c. Explore relationships within the metric system to solve problems.	i. Use a reasonable measure to determine: • distance from school to home • capacity of containers of various size (pool versus bathtub)
	d. Tell time using both digital and analog clocks, using 5-minute intervals.	i. The student will make a chart listing the time of certain events during the day to the nearest 5 minutes. ii. During the school day the student will write the time on a piece of paper to the correct 5-minute interval.
	e. Identify relationships among minutes and hours to solve real-world problems.	i. Elapsed time: • If you went on vacation for 3 weeks, how many days would you be gone? • If a movie is 2 hours long, how many minutes would that be?
	f. Identify relationships among hours and days, days and weeks, weeks and months, and months and years to solve real-world problems.	i. 24 hours in a day. ii. 7 days a week. iii. 12 months in a year. iv. 52 weeks in a year. v. 365 days in a year.
	g. Use appropriate vocabulary.	i. Appropriate vocabulary: hour, half-hour, quarter hour, minute, second, hour hand, minute hand, year, month, week, inch, foot, yard, cups, measure, meter, centimeter, liter.

533. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Represent vertical notation in horizontal form.	i. $21 + 38 = 59$ ii. $\begin{array}{r} 21 \\ +\ 38 \\ \hline 59 \end{array}$

	b. Write a number sentence using symbols (boxes or letters) to represent an unknown number.	i. 42 - □ = 12 ii. x + 7 = 10
	c. Use symbols (<, >, =) to express relationships.	i. Use the correct symbol to make the number sentence true. • □ 52 • □ 71 • □ 14
	d. Understand how to balance simple equations by using the operations of addition and subtraction.	i. 5 + 2 = 6 + □. ii. 7 - □ = 8 - 4.
	e. Identify true and false number sentences.	i. Identify a number sentence as true or false when given an equation such as 7 + 3 = 13 ii. Make a number sentence true if it is false.
	f. Write equations using the commutative property of addition and multiplication.	i. a + b = b + a . a x b = b x a.
	g. Explore inverse (reversal) of operations with multiplication and division.	i. 3 x 6 = 18, so 18 ÷ 6 = 3.

534. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Describe, construct, draw, and classify plane and solid shapes.	i. Draw a circle, triangle, rectangle, and square. Identify and label sphere, pyramid, cube, cone, cylinder, rectangular prism, and list the similarities.
	b. Describe the relationship between plane figures and solid figures.	i. Given a plane figure, the student will match the corresponding solid object such as square to cube, triangle to pyramid, and circle to sphere, etc.
	c. Explore congruence, similarity, and symmetry.	i. Find examples in the classroom and on the playground of objects that are congruent, similar, and symmetrical. ii. Use letters of the alphabet and paper folding to demonstrate congruence, similarity and symmetry.

	d. Investigate perimeters and areas of squares and rectangles in real-world situations.	i. Find the area and perimeter of three objects in your classroom.
	e. Explore the relationship between perimeter and area.	i. Draw a dog run that is 4 feet wide and 6 feet long. How much fencing will you need to go around the dog run and how much concrete will be needed to cover the interior?
	f. Explore slides, flips, and turns.	i. Students will slide, flip, and turn a pentomino.
	g. Use appropriate vocabulary.	i. Appropriate vocabulary: rectangle, circle, square, triangle, sphere, cube, cone, cylinder, rectangular prism, pyramid, perimeter, area.

535. DATA ANALYSIS, PROBABILITY, AND STATISTICS.
Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Interpret and compare information found in tables, graphs, and charts.	i. Given a table of monthly temperatures, determine the highest and lowest temperature in a desert. ii. Create a legend or key to explain the value of the symbols used.
02. Collect, organize, and display data.	a. Collect data from a group, organize and display data in tables, charts, or graphs in order to answer a question or test a hypothesis.	i. Given the question: How much time is spent to the nearest hour doing homework (including reading), playing, and watching TV in a 24-hour period? Gather data and display information on a graph.
03. Understand basic concepts of probability.	a. Predict, perform, and record results of simple probability experiments.	i. Given four socks: 2 blue, 2 brown, and the fact that its dark, what is the least number of socks needed to make sure there is a matched pair.
04. Make predictions or decisions based on data.	a. Make decisions based on probable results.	i. There are 5 Fig Newtons and 2 Oreo's in a sack. The cookie drawn out of the sack must be eaten. Make a decision on whether or not to draw from the bag. Explain your decision.
	b. Use appropriate vocabulary.	i. Appropriate vocabulary: compare, tables, graphs, and charts.

536. FUNCTIONS AND MATHEMATICAL MODELS.
Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Generate and extend patterns and identify the rule (function) that creates the pattern.	i. Identify, describe, and extend geometric and numeric patterns, including growing and shrinking patterns. • 2, 5, 8, 11, ____, ____, ____ • __, __, __, 50, 60, 70, __, __, __
	b. Discover, describe, and extend patterns by using manipulative, numbers, and pictorial representations.	i. Describe the pattern and explain the rule. ii. Skip counting with odd or even numbers.

537. – 539. (RESERVED).

IDAHO MATHEMATICS PERFORMANCE STANDARDS GRADE 4

Sections 540. – 546.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

540. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.
Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Order and compare whole numbers, commonly used fractions, and decimals with money through hundredths.	i. When given a set of whole numbers, order them from least to greatest. ii. Order fractions with common denominators from least to greatest. iii. Order and compare the decimal values of coins. iv. Using visual aids compare the values of commonly used fractions.
	b. Understand decimals with money through hundredths.	i. Identify and write as decimals the value of coins less than $1.00. ii. Exchange coins of equal value (5 dimes = 50 cents). iii. Show possible ways to represent $0.25 with coins.
	c. Determine by counting the value of a collection of bills and coins up to $100.00.	

	d. Know whole number place value and patterns of periods (tens to millions).	i. Identify each place value up to the millions place. ii. In your classroom find a number that has a 4 in the thousands place.
02. Perform computations accurately.	a. Add, subtract, multiply, and divide whole numbers.	i. Determine the total population of Ada, Nez Perce, and Bannock counties. ii. Determine the difference between the populations of Kootenai, and Blaine Counties. iii. Determine the population of Idaho County if it doubles. iv. Determine how many rows of desks would be needed in your classroom if each row had 5 desks.
	b. Know multiplication facts through 10s.	i. Determine the total number of wheels on 9 cars. ii. If each chicken lays an egg a day, how many eggs would 6 chickens lay in 7 days? iii. Make a chart showing the multiplication facts 1 through 10.
	c. Add and subtract fractions with like denominators (do not require simplification).	i. Add 1/3 and 1/3.
	d. Add and subtract decimals using money.	i. Add $1.23 and $2.77.
	e. Select and use an appropriate method of computation from mental math, paper and pencil, calculator or a combination of the 3.	ii. Decide whether a shopper has sufficient money to pay for 3 items at a grocery store. iii. Tell how you would determine the distance traveled between Lewiston and Boise (such as when the state seal moved from Lewiston to Boise).
03. Estimate and judge reasonableness of results.	a. Estimate and/or use exact numbers, as appropriate and necessary in calculation.	i. Estimate the number of pizzas needed to feed a class of 30 students. ii. Round the population of the school to the nearest hundred. iii. Approximate the number of buses necessary for a school field trip.
	b. Evaluate the reasonableness of an answer.	i. Solve problems using paper/pencil or calculator and justify the answers to determine if solutions are reasonable. ii. Determine the number of cupcakes each person needs to bring for a school bake sale and explain your reasoning.

541. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Select strategies appropriate for solving a problem.	i. Choose an appropriate strategy to count the number of floor tiles in a room.
	b. Select and use appropriate operations.	i. Given a variety of story problems, select and use the appropriate operations.
	c. Make predictions and decisions based on observations.	i. Based on the number of students eating hot lunch on Monday and Tuesday, predict how many students will eat hot lunch on Wednesday.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	i. Choose a method and explain the possible combinations to wear when given 3 different shirts and 3 different pants. ii. Share methods with others.
03. Apply appropriate technology and models to find solutions to problems.	a. Use a 4-function calculator accurately.	i. Given a set of addition, subtraction, multiplication and division problems solve the problems accurately with a calculator.
	b. Use a computer application to display data in graphs and charts.	i. Use a computer application to chart or graph the different colors of M&Ms found in a bag.
04. Communicate results using appropriate terminology and methods.	a. Select the appropriate means to communicate mathematical information.	i. Given a map, trace the shortest route between school and the city library. Explain in writing why you chose this route. ii. Using the students' birthdays in your classroom, create a graph to show the number of birthdays each month.
	b. Use appropriate notations and terms.	i. Convert a story problem to a number sentence using appropriate notations, terms, and labels.

542. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use U.S. Customary and metric measurements.	a. Apply estimation and measurement of weight/mass, length, and capacity to real-world and content problems	i. Measure the length and width of 2 faces of a cereal box using centimeters and inches. ii. Estimate and measure the number of

	using actual measuring devices and express the results in both U.S. Customary and metric units.	cups of cereal 1 box will yield. iii. Estimate and measure the weight of the cereal in ounces and grams. iv. Estimate and measure the number of cups in a 2-liter bottle of soda pop.
	b. Demonstrate relationships within the U.S. Customary system to solve content problems.	i. Measure the length of a room in yards and express the answer in feet.
	c. Demonstrate relationships within the metric system to solve content problems.	i. Determine the height in centimeters of a door that is 2 meters tall.
	d. Tell time using both digital and analog clocks, to the nearest minute.	i. Write down the current time when you hand in your paper.
	e. Identify relationships among seconds, minutes, and hours to solve real-world problems.	i. Determine the amount of time in hours it would take to bake 8 batches of cookies if each batch takes 15 minutes to cook. ii. Calculate the number of seconds necessary to bake 1 batch. iii. Determine your age in hours.
	f. Use appropriate vocabulary.	i. Vocabulary includes: pounds, ounces, grams, kilograms, hour, half-hour, quarter hour, minute, second, hour hand, minute hand, year, month, week, inch, foot, yard, cups, measure, meter, centimeter, liter.

543. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Use symbols (boxes or letters) to represent numbers.	i. Write an equation to represent a number plus 6 is 24 (□+ 6 + 24). ii. There are a total of 15 boys and girls out for track this year. Write an equation using B to represent the number of boys and G to represent the number of girls out for track.
	b. Use symbols (<, >, =) to express relationships.	Use the correct symbol to make this number sentence true: 15 □ 3 + 6 + 7.

	c. Understand how to balance equations by using the operations of addition, subtraction, and multiplication.	i. Balance the equation when given 5 + 5 + 5 = 3 * □ Note: asterisk is a symbol for multiplication. ii. Balance the equation: 4 + □ = 10.
	d. Identify true and false number sentences.	i. Identify a number sentence as true or false when given an equation such as 45 + 9 = 6. ii. Make a number sentence true if it is false.
	e. Compare relative values of whole numbers.	i. Solve open-ended inequalities such as: 5 < □ .
	f. Write equations using the commutative and associative properties in addition.	

544. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Describe, model, draw, and classify shapes.	i. Draw a circle, triangle, rectangle, and square. Label each and explain which 2 are most alike and why.
	b. Identify and classify one-, two-, and three-dimensional figures and objects.	i. Classify as one, two or three-dimensional, a line, circle, and a sphere. ii. Identify 3 dimensional figures and objects such as a cube, sphere, and a cylinder.
	c. Explore relationships among and properties of shapes such as congruence, similarity, and symmetry.	i. Identify 2 congruent shapes. ii. Given a variety of triangles, some of which are similar, identify the similar triangles.
	d. Use concrete objects to determine perimeters of triangles, and areas and perimeters of rectangles/squares.	i. Find the perimeter and area of the top of your desk using string and tiles.
	e. Understand the relationship between perimeter and area.	i. Given a piece of string, form 2 different rectangles with the same perimeter. ii. Using 20 wheat thins, form 2 different rectangles with different perimeters.
	f. Extend and create geometric patterns.	i. Using toothpicks, create a geometric pattern that can be continued.

	g. Use appropriate vocabulary.	i. Vocabulary: line, line segment, tables, graphs, and charts.

545. DATA ANALYSIS, PROBABILITY, AND STATISTICS.
Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. State and justify conclusions from information found in tables, graphs, and charts.	i. Given a table of the population of various Idaho cities, determine which geographic region has the largest population. Explain the conclusion.
	b. Determine an average (mean) of a set of whole numbers.	i. Find an average (mean) of 5 spelling test scores.
02. Collect, organize, and display data.	a. Collect, order, and display data in tables, charts, and graphs. For example, bar graphs, tally charts and pictographs, in order to answer a question or test a hypothesis.	i. Hypothesize which of 3 soda flavors are most popular in a class. Gather data and display conclusions on a graph.
	b. Gather data from an entire group or from a sample of its members, and identify the usefulness and limitations of the data.	i. Extend a class collection of data to include the school population. ii. Identify the usefulness and/or limitations of surveys.
03. Understand basic concepts of probability.	a. Predict, perform, and record results of simple probability experiments.	i. In a given bag of skittles, predict how many of each color will be found. ii. Count and record the number of each color.
04. Make predictions or decisions based on data.	a. Make predictions based on experimental probabilities.	i. Indicate how many times a coin will land on heads when flipped 20 or 25 times.

546. FUNCTIONS AND MATHEMATICAL MODELS.
Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Extend patterns and identify a rule that generates the pattern.	i. When given a numerical pattern, extend it and identify the rule (2, 6, 18, 54, ____, ____, ____). Rule: multiply by 3.
	b. Discover, describe, and generalize patterns by using manipulatives, numbers, and graphic representations.	i. Develop a pattern and explain the rule to a partner. ii. Explain a pattern developed by a partner.

547. -- 550. (RESERVED).

IDAHO MATHEMATICS PERFORMANCE STANDARDS GRADE 5

Sections 551. – 557.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

551. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Understand and use the patterns of the periods of whole numbers through billions and the patterns of place value of decimals through thousandths.	i. Read, write, and compare large numbers. ii. Identify a digit's value in whole numbers and decimals. iii. Read, write, and compare decimal numbers. iv. Write a number with a 4 in the thousandth place and a 3 in the thousandth place.
	b. Understand the decimal system through thousandths.	i. Use numbers, words, and pictures to explain how a tenth and a hundredth are related.
	c. Explore the relationship between decimals and simple fractions.	i. Use numbers, words, and pictures to explain how 0.50 and 1/2 are related.
	d. Show a sense of magnitudes and relative magnitudes of numbers, decimals, and simple fractions.	i. Order a list of decimals ii. Order a list of simple fractions, for instance, 1/4, 1/3, 1/2, or 2/3, 1/2, 3/4.
	e. Explore and apply number theory concepts; for instance, prime, composite, multiples and factors.	i. What are the multiples of 12 and the factors of 12? ii. Use composite numbers to discover the divisibility rules for 2 and 5.
02. Perform computations accurately.	a. Instantly recall basic multiplication and division facts up to tens.	i. Complete 100 division facts with single digit factors in 3 minutes.
	b. Add, subtract, multiply, and divide whole numbers.	i. Use basic arithmetic facts to solve more complex problems. ii. Identify and use mathematical properties (zero property, associative, distributive, communicative, and identity property), for instance, 4 x 12 = (4 x 10) + (4 x 2).

	c. Add and subtract fractions with like denominators and simplify as necessary.	i. Add 1/4 + 1/4. ii. Subtract 3/4 - 1/4.
	d. Add and subtract decimals through thousandths.	i. Add 2.34 + 51.602.
	e. Evaluate basic numerical expressions using the order of operations. (parenthesis only)	i. Solve basic expressions that have parenthesis, for instance, 4 + (2 x 3).
03. Estimate and judge reasonableness of results.	a. Estimate whole number, and decimal problems.	i. Round to estimate reasonable solutions, for instance, 11.436 – 6.1. ii. Estimate all computation to determine if reasonable.
	b. Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.	i. Is $20 enough money to buy 2 CD's? Do you need an exact sum or an estimate?
	c. Determine whether a given estimate is an overestimate or underestimate.	i. Is your estimate greater or less than the actual answer? Explain.

552. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications
01. Understand and use a variety of problem-solving skills.	a. Use a variety of strategies to compute problems drawn from real life situations.	i. There were 31 wheels and 12 seats in a bike shop. The bike shop sold bicycles and tricycles. How many bicycles and how many tricycles were in the bike shop? ii. Plan a party for the 5th grade. Estimate how many packages of plates you will need if plates come in packages of ten.
	b. Solve problems using the 4 step process of problem solving (explore, plan, solve, and examine).	i. Identify when a problem has too much or too little information. ii. Check for reasonable answers.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use numbers, words, and pictures to explain relationships involving mathematical concepts.	i. Explain how to use the array model of multiplication to solve this problem, for instance, 27 x 42. ii. Explain how you know that 0.5 and 0.50 are equivalent.
	b. Apply solutions and strategies to new problem situations.	i. Determine how many cubes will be needed to fill a box that is 3 centimeters wide, 2 centimeters long, and 2 centimeters high.

	c. Formulate conjectures and discuss why they must be or seem to be true.	i. Formulate a conjecture about multiplying with multiples of ten and explain why it is true, for instance, 20 x 30 = 600.
03. Apply appropriate technology and models to find solutions to problems.	a. Understand the purpose and capabilities of appropriate technology use as a tool to solve problems.	i. Use a calculator to explore the pattern when multiplying with multiples of ten, for instance, 400 x 20 = 8,000.
	b. Use computer applications to display and manipulate data.	i. Use computer applications to create a bar graph representing student collected data.
	c. Select appropriate models to represent mathematical ideas.	i. Make a model to show 2/3 is equal to 4/6. ii. Make a model of 4 x 25 in different ways.
04. Communicate results using appropriate terminology and methods.	a. Select appropriate means to communicate mathematical information.	i. Use a bar graph to show favorite flavors of ice cream in the class.
	b. Use appropriate notations and terms.	i. Convert a one-step story problem to a number equation using appropriate notations, terms, and labels.

553. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The step in scientific investigation is understanding the measurable attributes of objects.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use U.S. customary and metric measurements.	a. Select and use appropriate units and tools to make measurements in both systems.	i. Measure the length of your desk. ii. Draw a 6-centimeter line and a 6-inch line.
	b. Recognize the differences between measures of length and area.	i. Find and label the perimeter and area of a 2 inch x 3 inch rectangle.
	c. Solve problems involving length, perimeter, area, volume (capacity), weight, mass, and temperature.	i. Find the perimeter of your desk. ii. Look around the room and find an obtuse, right and acute angle.
	d. Convert unit of measurement within each system.	i. Each fifth grader in the classroom needs 1 foot of string for an art project. How many yards of string does the class need?
	e. Use relationships among seconds, minutes, and hours to solve real-world problems.	i. If a student started reading at 10:55 a.m. and finished at 12:15 p.m., how much time has passed?
02. Apply dimensional analysis.	a. Understand units and their relationship to one another and to real world applications.	i. Each student reads 15 minutes a night. How many hours did each student read in a week?

554. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Explore the meaning and use of variables in simple expressions, equations.	i. What is the value of n + 3 if n = 2? ii. What is the value of n if n + 3 = 11?
	b. Translate simple word statements and story problems into algebraic equations.	i. Write an equation to match a story problem.
	c. Use symbols (<, >, =) to express relationships.	i. Use the correct symbol to make this number sentence true: 24 + 6 18 + 9.
02. Evaluate algebraic expressions.	a. Explore the following properties as they relate to addition and multiplication: zero, identity, commutative, associative, and inverse properties.	i. Give an example or demonstrate the following properties: zero, identity, commutative, associative, distributive, and inverse.
	b. Investigate the order of operations.	
03. Solve algebraic equations and inequalities.	a. Solve missing addends, and missing factor problems using inverse operations.	i. 3 x n = 9. ii. 5 + n = 16. iii. Give the family of facts for (6, 4, 10) and (6, 4, 24).

555. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Describe, model, draw, and classify shapes.	i. Draw a trapezoid, parallelogram, and regular polygons. ii. Explain the classification system of quadrilaterals.
	b. Identify and classify one-, two-, and three-dimensional figures and objects.	i. Find examples of these figures and objects in the real world: sphere/circle, rectangle/rectangular prism, triangle/triangular pyramid.
	c. Explore congruence, similarities, and symmetry of shapes.	i. Find lines of symmetry by drawing or folding a variety of shapes. ii. Divide a square into 4 congruent parts in more than 1 way.
	d. Explore reflections, translations, and rotations of	i. Create a design by rotating a square around a fixed point

	translations, and rotations of various shapes.	around a fixed point. ii. Identify shapes that will tessellate. iii. Create a design by reflecting your name.
	e. Determine perimeters of polygons and area of rectangles/squares in real-world situations.	i. Find the perimeter of a variety of closed shapes.
	f. Explore the fundamental concepts, properties and relationships among points, lines, rays, angles, and shapes.	i. Construct and label an acute angle, right angle, and an obtuse angle. ii. Construct and label a line, line segment, and ray.
02. Apply graphing in two dimensions.	a. Locate a point on a coordinate plane.	i. Play Battleship! ii. Plot a set of points on a coordinate plane to form a picture.

556. DATA ANALYSIS, PROBABILITY AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs.	i. Find a graph in the social studies textbook and interpret it.
02. Collect, organize, and display data.	a. Collect and organize data, and display the data in tables, charts, and graphs.	i. Collect and display data from a class on their favorite sports.
03. Apply simple statistical measurements.	a. Find measures of central tendency – mean, median, and mode with simple sets of data.	i. Given a set of data, identify the mean, median, and mode.
	b. Determine the range of a set of data.	i. Using the lengths of pencils in the classroom, determine the range.
04. Understand basic concepts of probability.	a. Predict, perform and record results of simple probability experiments.	i. Using 1 dice, roll the dice thirty times and record the results.
	b. Know the language of probability.	i. Use outcome, probable, certain, likely, unlikely, and impossible when conducting a probability experiment.
05. Make predictions or decisions based on data.	a. Make predictions based on simple experimental probabilities.	i. Knowing the probability of a given outcome such as rolling dice, predict the likelihood of a future event.

557. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Extend patterns and identify a rule that generates the pattern using whole numbers and tenths or hundredths decimals.	i. Given a numerical pattern extend it and identify the rule in as many ways as possible. ii. Create a numerical pattern.
	b. Use mathematical models to show change in real context.	i. Create a graph showing how a candle's height changes over time after being lit.
02. Apply functions to a variety of problems.	a. Use patterns to represent and solve simple problems.	i. Would you rather have 15-minutes recess each day for the next 2 weeks or would you rather have 1 minute the 1st day, 2 minutes the 2nd day, 4 minutes the 3rd day, and so on, through the 2 weeks. Explain your thinking using words, numbers, and pictures.

558. – 560. (RESERVED).

IDAHO MATHEMATICS PERFORMANCE STANDARDS GRADE 6

Sections 561. – 567.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

561. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Understand and use the patterns of the periods of whole numbers and the patterns of place value of decimals.	i. Read, write, and compare large numbers. ii. Identify a digit's value in whole numbers and decimals. iii. Read, write, and compare decimal numbers.
	b. Understand the use of fractions and decimals and their interrelationship.	i. Interpret remainders of whole number division as fractions and decimals. ii. Convert decimals to fractions and fractions to decimals.
	c. Show a sense of magnitudes and relative magnitudes of real numbers, whole, fractions, and decimals.	i. Order a list of decimals and fractions. ii. Place fractions and decimals on a number line.

	d. Expand the use of decimals and fractions to explore the use of percents and ratios.	i. Interpret and construct circle graphs. ii. Find the ratios of boys to girls and express it as a ratio and a fraction. iii. Identify when to appropriately use a ratio/proportion, percent, decimal or fraction; for instance, test scores use percents, metric measurement uses decimals or customary measurement uses fractions.
	e. Explore the use of integers in real life situations.	i. Identify how negative numbers occur in real life (gains/losses in football, temperature change, debt like borrowing money).
	f. Develop and apply number theory concepts; for instance, prime, composite, GCF, LCM, and prime factorization.	i. Use prime factors to find GCF and simplify fractions. ii. Use LCM to find common denominators. iii. Use composite numbers to discover divisibility rules.
	g. Explore the powers of ten and its uses.	i. Read, and write numbers as powers of ten; for instance, 600= 6 x 10^2.
02. Perform computations accurately.	a. Instantly recall basic multiplication and division facts from 12 x 12 Times Table.	i. Use basic arithmetic facts to solve more complex problems. ii. Identify and use mathematical properties (zero property, associative, distributive, communicative, and identity property).
	b. Add, subtract, multiply, and divide whole numbers, fractions, decimal and real numbers.	i. 1 1/3 ÷ 2 1/2 ii. 2 1/4 – 1 1/4 iii. 5.28 ÷ 0.5
	c. Explore the use of exponents.	i. Identify base number and exponent. ii. Express 5^2 as factors of 5 in standard form.
	d. Evaluate numerical expressions using the order of operations.	i. Solve basic expressions with 2 or more operations.
03. Estimate and judge reasonableness of results.	a. Estimate whole number, decimal and fraction problems.	i. Round to estimate reasonable solutions. ii. Estimate all computation.
	b. Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.	i. Is $5 enough for a Big Mac, fries and a coke? ii. Is it better to know an exact amount or estimate of money you make an hour, for instance, mowing the lawn or babysitting?

	c. Determine whether a given estimate is an overestimate or underestimate.	i. Is your estimate greater or less than the actual answer? Explain.

562. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standards - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Use a variety of strategies to compute problems drawn from real life situations.	i. Plan a field trip for the school; estimate how many buses will be needed. ii. The Humane Society sent a total of 21 cats and dogs to new homes.
	b. Solve problems using the 4 step process of problem solving (explore, plan, solve, and examine).	i. Recognize pertinent information for problem solving. ii. Check for reasonable answers.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use numbers, words, and pictures to explain relationships involving mathematical concepts.	i. Explain how you know that 1/4 is equal to 0.25. ii. What happens when you multiply a fraction by a whole number, or a fraction by a fraction?
	b. Apply solutions and strategies to new problem situations.	i. Determine gas mileage, batting average, free throw percentage, etc.
	c. Formulate conjectures and discuss why they must be or seem to be true.	i. Given a set of numbers explain which are prime and which are composite numbers? And how do you know? ii. Why is the area of a triangle, 1/2 the base times the height?
03. Apply appropriate technology and models to find solutions to problems.	a. Understand the purpose and capabilities of appropriate technology use as a tool to solve problems.	i. Use a calculator to explore terminating and repeating decimals.
	b. Use computer applications to display and manipulate data.	i. Use computer applications to create a circle graph representing student collected data.
	c. Select appropriate models to represent mathematical ideas.	i. Make the model to show 3/4 is equal to 75% and .75. ii. Make a model of an algorithm such as 1/4 x 1/4 or .5 x 2.
04. Communicate results using appropriate terminology and methods.	a. Select appropriate means to communicate mathematical information.	i. Use a line graph to show plant height change over time.
	b. Use appropriate notations and terms.	i. Convert a 2-step story problem to an equation using appropriate notations.

563. CONCEPTS AND PRINCIPLES OF MEASUREMENT.
Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use U.S. customary and metric measurements.	a. Select and use appropriate units and tools to make measurements in both systems.	i. Measure the length of your white board. ii. Create a circle with a diameter of 2 inches.
	b. Recognize the differences between measures of length, area, and volume in both systems.	i. What unit of measure would you use to measure a glass of water? ii. Use graph paper to find the length and area of your foot. Use cubes to find the volume of your shoe.
	c. Solve problems involving length, perimeter, area, volume (capacity), angle measure, weight, mass, and temperature.	i. Find the amount of paper you need to cover your desk. ii. Construct an obtuse triangle.
	d. Convert unit of measurement within each system.	i. A rat had to go through a 2-meter maze. How many centimeters did he travel?
02. Apply concepts of rates and other derived or indirect measurements.	a. Explore the use of rates to make indirect measurements.	i. Traveling at a given rate, how long will it take you to travel to a given destination? (Between your city and the state capital).
03. Apply the concepts of ratios and proportions.	a. Explore the use of proportions, ratios, and scales.	i. What proportion of the class are boys? Girls? ii. Give an example of a ratio. Write the ratio in at least 3 different ways.
04. Apply dimensional analysis.	a. Understand units and their relationship to one another and to real world applications.	i. If each student spends 75 cents on a pop everyday, how much did the class spend in a week?

564. CONCEPTS AND LANGUAGE OF ALGEBRA.
Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Explore the meaning and use of variables in simple expressions, equations.	i. What is the value of $n + 17$ if $n = 2$?
	b. Translate simple word statements and story problems into algebraic expressions and equations.	i. Write an equation to match a story problem. ii. Translate the phrase 9 more than W is equal to sixteen.

02. Evaluate algebraic expressions.	a.	Explore and use the following properties in evaluating mathematical and algebraic expressions: associative, commutative, identity, inverse and distributive.	i.	Show how to find 28 x 7 using the distributive property.
03. Solve algebraic equations and inequalities.	a.	Solve one-step equations using inverse operations with whole numbers.	i. ii. iii.	7 + n = 29. 3n = 363. n / (or division symbol) 3 = 8.

565. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:		Samples of Applications:	
01. Apply concepts of size, shape, and spatial relationships.	a.	Explore reflections, translations, and rotations on various shapes.	i. ii.	Create a design by rotating a regular polygon around a fixed point. Create a simple tessellation using pattern blocks.
	b.	Apply fundamental concepts, properties and relationships among points, lines, angles, and shapes.	i. ii.	Draw and measure an acute angle. Use a straight edge to draw line segment AB and label it.
	c.	Develop and apply formulas for perimeter, circumference and area to triangles, quadrilaterals, and circles.	i. ii.	Find the perimeter and area of a window that is 5' x 8'. Use string to measure the circumference and diameter of various circles to discover the relationship.
	d.	Explore the relationship between two and three-dimensional objects.	i.	What footprint would a cube or rectangular prism make? A sphere? A triangular pyramid?
02. Apply graphing in two dimensions.	a.	Locate points on a coordinate plane.	i. ii.	Play Battleship! Given a series of ordered pairs, connect the points to create simple picture.

566. DATA ANALYSIS, PROBABILITY AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs; for instance, line graphs, bar graphs, frequency line or line plot, and circle graph.	i. Given a table of times for sunrises and sunsets, identify the seasons.
02. Collect, organize, and display data.	a. Collect and organize data, and display the data in tables, charts, and graphs; for instance, line graphs, bar graphs, frequency line or line plot, and circle graph.	i. Collect and display data from a class on their favorite radio station.
03. Apply simple statistical measurements.	a. Explore the use of measures of central tendency – mean, median, and mode with simple sets of data and explore their appropriate use.	i. Given a set of data, identify which measure of central tendency best describes the data?
	b. Determine the range of a set of data.	i. Using the heights of the students in a classroom, find the range.
04. Understand basic concepts of probability.	a. Predict, perform and record results of simple probability experiments.	i. Given a spinner that is 3/4 red and 1/4 blue predict how many times the spinner will point to red out of 100 trials?
05. Make predictions or decisions based on data.	a. Make predictions based on simple experimental probabilities.	i. Given data from an experiment with a spinner that is 3/4 red and 1/4 blue and 100 trials predict the outcome of the 101st trial.

567. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Extend patterns and identify a rule that generates the pattern (whole numbers, decimals, fractions).	i. Given a numerical pattern (whole numbers, decimals, fractions), extend it and identify the rule possibly using 1 or more than 1 operations such as "times two plus one." ii. Create a numerical pattern using 1 or more than 1 operation such as "times two plus one."
	b. Use mathematical models to so how change in real context.	i. Create a graph showing the results of a fund raising effort that brought in a small, steady amount of money in the

		beginning, but more each day as the deadline approached.
02. Apply functions to a variety of problems.	a. Use patterns and functions to represent and solve simple problems.	i. Would you rather have 15 cents a day or 1 cent the 1st day, 2 cents the 2nd day, 4 cents the 3rd day, and so on, for two weeks? Use a model to explain your thinking.

568. – 570. (RESERVED).

IDAHO MATHEMATICS PERFORMANCE STANDARDS GRADE 7

Sections 571. – 577.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

571. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Understand and use real numbers (integers, fractions, decimals) to solve problems.	i. Use decimals in computing the amount of change for making a purchase. ii. Use decimals to compute gas mileage. iii. Use fractions to determine material needed to frame a picture. iv. Use fractions to increase or decrease recipes.
	b. Explore and expand the use of percents and ratios to solve problems.	i. Use percents to find savings in newspaper ads. ii. Use ratios to find unit rates at the grocery store. iii. Use ratio to construct models or drawings.
	c. Understand and use integers including absolute value.	i. Use integers to find temperature changes. ii. Which has the greater absolute value, -5 or 2?
	d. Show a sense of magnitudes and relative magnitudes of real numbers (integers, fractions, decimals).	i. Order a list of decimals and fractions.
	e. Develop and apply number theory concepts.	i. Identify prime factors. ii. Use greatest common factor and least common multiple in solving fraction problems.

	f. Understand the position of rational numbers on a number line.	i. Locate a given set of rational numbers on a number line. ii. Accurately identify positive and negative integers on a thermometer.
	g. Explore scientific notation and its uses.	i. Express distances in our solar system using scientific notation. ii. Express metric measures in scientific notation.
02. Perform computations accurately.	a. Add, subtract, multiply, and divide fractions and decimals.	i. Create a monthly balance sheet given earnings and expenses. ii. Find the total food supplies for a complete days menus.
	b. Explore basic operations with integers.	i. –4 subtract –3 using a number line and negative/positive chips.
	c. Expand the use of exponents.	i. Express 5^3 as factors of 5 and in standard form.
	d. Evaluate numerical expressions using the order of operations.	i. Solve basic expressions with 2 or more operations. ii. Find the area of a trapezoid.
03. Estimate and judge reasonableness of results.	a. Estimate using decimals and fractions.	i. Estimate the cost of school supplies for the year. ii. Estimate the amount of flour, sugar, needed when a recipe is increased.
	b. Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.	i. Compare and explain the difference between the actual cost the school supplies and the estimated cost. ii. List examples of when it is useful to estimate. iii. List examples of when an estimate is not useful.
	c. Determine whether a given estimate is an overestimate or underestimate.	i. Estimate the cost of items from newspaper ads, giving 1 that is over and 1 that is under for each item.

572. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations.	i. Find the square yards needed to carpet rooms in a house. ii. Plan a breakfast for the class and figure total amount of supplies and the cost. iii. Determine the sales tax on the purchase of a new car.

	b. Recognize pertinent information for problem solving.	i. Given a problem, identify the essential information and eliminate the nonessential information.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Apply solutions and strategies to new problem situations.	i. Apply knowledge of finding the area of a rectangle to finding the area of a parallelogram.
	b. Formulate conjectures and discuss why they must be or seem to be true.	i. Discuss the statement that all locations along the equator always have very high temperatures. ii. Discuss the statement that all locations along the 20th parallel have extended daylight hours during the summer.
03. Apply appropriate technology and models to find solutions to problems.	a. Understand the purpose and capabilities of appropriate technology.	i. Use a calculator to find the mean of a set of experimental data.
	b. Use computer applications to display and manipulate data.	i. Use computer applications to create graphs and tables for a set of experimental data.
04. Communicate results using appropriate terminology and methods.	a. Select appropriate means to communicate mathematical information.	i. Create a tree diagram or table to show all possible outcomes of 2 consecutive coin tosses. ii. Create a chart or write an explanation for the pattern used to solve a problem. iii. Create a graph to explain the population differences among 5 major Idaho counties.

573. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use U.S. customary and metric measurements.	a. Select and use appropriate units and tools to make measurements in both systems.	i. Select and use the appropriate tool to measure the length of a hallway. ii. Accurately measure a variety of angles.
	b. Recognize the differences between measures of length, area, and volume (capacity) in both systems.	i. Model length, area, and volume using various manipulatives, for instance, string, tiles, and cubes.

	c. Solve problems involving length, perimeter, area, volume (capacity), angle measure, weight, mass, and temperature.	i. Design and construct a rectangular prism using grid paper. Determine the perimeter and area of each face, and the volume for prism. ii. Find the amount of fencing material needed to fence a playground.
02. Apply concepts of rates and other derived or indirect measurements.	a. Develop the use of rates to make indirect measurements.	i. Compare the rate of travel for 2 different vehicles using distance equals rate times time. ii. Given the weight of 1 gallon of water, calculate the weight of water in the classroom fish tank.
03. Apply the concepts of ratios and proportions.	a. Develop the use of proportions, ratios, and scales.	i. Use map scale to determine distances. ii. Enlarge a cartoon to a given scale.
04. Apply dimensional analysis.	a. Understand units and their relationship to one another and to real world applications.	i. If each student spends 75 cents on a pop everyday, how much did the class spend in a week?

574. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Develop the use of variables in simple expressions, equations, and inequalities.	i. Read expressions like "n + 34" and explain what happens when the value of "n" is changed.
	b. Translate simple word statements and story problems into algebraic expressions and equations.	i. Translate phrases like "a number less 5" into an algebraic expression where "a number" is replaced with a letter variable (using a variety of terms for instance, increase, decrease, product, sum, quotient, difference). ii. Given the hourly wage, write an algebraic expression to represent the total wages for 8 hours of work.
02. Evaluate algebraic expressions.	a. Develop an understanding of evaluating mathematical and algebraic expressions using associative, commutative, identity, substitution, inverse and distributive properties.	i. Use the commutative property to rewrite 15 + 8 + 5 = 28. ii. Use the substitution property to evaluate x + 15, if x = 8.
	b. Understand and use the order of operations in evaluating basic algebraic expressions.	i. Explain why the order of operation is important when evaluating expressions such as 3 + 2 * 8.

03. Solve algebraic equations and inequalities.	a. Solve one-step equations with whole numbers and decimals using inverse operations.	i. Solve one-step equations such as 23 + x = 65, and show how to solve it using the inverse operation.
	b. Explore solutions of simple 1-step equations using negative numbers.	i. $-5 + x = 3$.
	c. Explore graphical representation to show simple linear equations.	i. Create a graphical representation of a linear equation. ii. Use technology to create a graph of a linear relation.

575. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Explore and expand the effects of reflections, translations, and rotations on various shapes.	i. Construct a pentomino puzzle. ii. Create a tessellation.
	b. Apply fundamental concepts, properties and relationships among points, lines, planes, angles, and shapes.	i. Build symmetrical patterns with pattern blocks. ii. Construct various congruent polygons.
	c. Apply formulas for perimeter, circumference and area to triangles, quadrilaterals, and circles.	i. Calculate the area of the basketball court. ii. Calculate the perimeter of a fish tank.
	d. Explore the concept of surface area and volume (capacity).	i. Construct a rectangular prism on grid paper, and find its surface area. ii. Use cubes to find the volume of a box.
02. Apply the geometry of right triangles.	a. Explore right triangle geometry.	i. Construct a 3-4-5 right triangle using grid paper. Construct other Pythagorean triples and discuss similarities.
03. Apply graphing in two dimensions.	a. Identify and plot points on a coordinate plane.	i. Create a simple dot-to-dot picture by locating points on a coordinate plane, given a series of ordered pairs.

576. DATA ANALYSIS, PROBABILITY AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs (scatter plots, line graphs, bar graphs, and pie charts).	i. Discuss and compare a selection of graphs collected from the newspaper. ii. Given a bar or line graph, explain where there are increases and decreases.
02. Collect, organize, and 6display data.	a. Collect and organize data, and display the data in tables, charts, and graphs (scatter plots, line graphs, bar graphs, and pie charts).	i. Collect and display data on experiments finding the number of drops of water that will stay on a head of a penny. ii. Collect and display data on the number of books read over the summer months for all the 7th graders.
03. Apply simple statistical measurements.	a. Find the measures of central tendency – mean, median, and mode with simple sets of data.	i. Compute individual grade average for math class. ii. Find the median number of pets belonging to students in a class. iii. Find the most common birthday month in a 7th grade class and all 7th grade classes.
	b. Explore the significance of range, frequency, and informal distribution.	i. Create a frequency table for favorite kinds of pizza of class members. ii. Find the range of a set of grades on a given test and discuss clusters and gaps.
04. Understand basic concepts of probability.	a. Recognize equally likely outcomes.	i. Document frequency of spins on a spinner with 3 equal sections.
	b. Predict, perform, and record results of probability experiments.	i. Find the probability of getting all 5 colors of pens out of cereal boxes by rolling die.
05. Make predictions or decisions based on data.	a. Make predictions based on simple experimental and theoretical probabilities.	i. Find the theoretical and experimental probability of tossing a coin and getting heads 4 times in a row.

577. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Extend patterns and identify a rule that generates the pattern using real numbers.	i. Extend a triangular pattern sequence and explain the rule mathematically. ii. Explain how the amount of sales tax depends on the cost of the item.

	b.	Use functional relationships to explain how a change in 1 quantity results in a change in another.	i.	Find the number of book covers needed for a classroom if each student must cover 5 books. Explain how the number of covers will change as the number of students' change.
02. Represent equations, inequalities, and functions in a variety of formats.	a.	Represent a simple set of data in a table, as a graph, and as a mathematical relationship.	i.	Collect data for 2 to 3 weeks on the daily the temperature for a city in Idaho and organize and display the results in several forms, including tables and graphs.
03. Apply functions to a variety of problems.	a.	Use patterns and functions to represent and solve problems.	i.	Construct a table to show the pattern and find out how many handshakes would take place at a party of 16 people if everyone shook hands with every other person once.

578. -- 580. (RESERVED).

DAHO MATHEMATICS PERFORMANCE STANDARDS MATH 8

Sections 581. – 587.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

581. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Understand and use fractions, decimals, percents, and ratios to solve problems.	i. Interchange fractions, decimals, or percents, to determine pricing markup or markdown. ii. Use fractions to increase or decrease recipes. iii. Use percentages to compute taxes and commissions. iv. Use decimals to compute interest problems. v. Use ratios to compute sports averages (batting averages).
	b. Understand and use real numbers, both rational and irrational.	i. Explain that irrational numbers neither terminate nor repeat when written in decimal form. ii. Calculate the square root of a number to the thousandths.
	c. Show a sense of magnitudes and relative magnitudes of numbers using scientific notation, fractions, decimals and exponential numbers.	i. Express distances in our solar system using scientific notation. ii. Order a list of fractions, decimals, and exponential numbers.

	d.	Develop and apply number theory concepts; for instance, primes, factors, and multiples in content problem situations.	i.	Identify prime factorization, greatest common factors and least common multiples.
	e.	Understand the position of real numbers on a number line.	i. ii.	Locate a given set of real numbers on a number line. Accurately identify positive and negative integers on a thermometer.
02. Perform computations accurately.	a.	Consistently and accurately add, subtract, multiply, and divide rational numbers.	i.	Plan a road trip. Record and calculate gas mileage, food and lodging expenses.
	b.	Understand and use exponents.	i.	Solve problems using exponential growth, for instance, Sally tells 3 friends a secret. The next day those 3 friends tell 3 other friends. If this pattern continues for 5 days, how many friends will hear the secret?
	c.	Evaluate numerical expressions using the order of operations.	i.	Find the surface area of a cylinder.
03. Estimate and judge reasonableness of results.	a.	Estimate using decimals and fractions.	i.	Estimate the total cost of a back-to-school shopping spree.
	b.	Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.	i. ii.	Estimate the population of people at the mall on any given date. Explain why or when exact answers might be necessary.
	c.	Determine whether a given estimate is an overestimate or underestimate.	i.	Estimate driving time to a given destination and compare to actual time (given particular miles per hour).

582. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations.	i. Determine amount of interest earned in a savings account. ii. Compute amount of paint needed for a bedroom. iii. Given $500 to plan a year-end class party using several committees develop a budget for the party.
	b. Recognize pertinent information for problem solving.	i. Given a problem, identify essential information.

02. Use reasoning skills to recognize problems and express them mathematically.	a. Apply solutions and strategies to new problem situations.	i. After finding the area of square, find the surface area of a cube.
	b. Formulate conjectures and justify (short of formal proof) why they must be or seem to be true.	i. Debate the following: If people like cheese and mice like cheese, then people are mice. ii. On a crisp autumn day, the 1st 4 students to class are wearing shorts. What will be the possible attire of the rest of the students in the class? Explain.
03. Apply appropriate technology and models to find solutions to problems.	a. Understand the purpose and capabilities of appropriate technology.	i. Use technology to find the square root of 5,281.
	b. Use computer applications to display and manipulate data.	i. Display and compare the frequency of various M&M colors using computer applications.
04. Communicate results using appropriate terminology and methods.	a. Select appropriate means to communicate mathematical information.	i. Write an explanation on how to solve a problem. ii. Display results of a problem in graphic form.

583. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use United States customary and metric measurements.	a. Select and use appropriate units and tools to make measurements using both systems.	i. Select and use the appropriate tool to measure the length of a school building, the length of a classroom, the length of a thumbtack and the length of a student's shoe. ii. Measure the interior angles of a triangle.
	b. Recognize the differences between measures of length, area, and volume (capacity) in both systems.	i. Model length, area, and volume using various manipulatives, for instance, string, tiles, and cubes.
	c. Solve problems involving length, perimeter, area, volume (capacity), angle measure, weight, mass, and temperature.	i. Design and determine how much lumber would be needed for an average size doghouse. ii. Design a laser alarm system using numerous mirrors as reflection points.
02. Apply concepts of rates and other derived or indirect measurements.	a. Use rates to make indirect measurements.	i. Use formulas and appropriate procedures for solving measurement problems, for instance, distance equals rate * time. ii. Given the weight of 1 gallon of water,

		calculate the weight of water in the swimming pool.
03. Apply the concepts of ratios and proportions.	a. Understand and use proportions, ratios, and scales.	i. Use proportions to find the height of a flagpole. ii. Use map scale to determine distances. iii. Enlarge a cartoon to a given scale.
04. Apply dimensional analysis.	a. Understand units and their relationship to one another and to real world applications.	i. Determine the reading hours of an entire class if everyone reads 20 minutes.

584. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Understand and use variables in expressions, equations, and inequalities.	i. If B represents the number of boys in the class, and G represents the number of girls in the class, write an equation and solve it in the number of students in the classroom.
	b. Translate word statements and story problems into algebraic expressions and equations.	i. Given that the price of gas is changing each week, write an algebraic expression to represent the cost of purchasing 10 gallons of gas.
02. Evaluate algebraic expressions.	a. Understand and use the following properties in evaluating algebraic expressions: distributive, associative, commutative, inverse, identity, and substitution.	i. Evaluate expressions such as $2x + y$ when given values for x and y.
	b. Understand and use the order of operations in evaluating algebraic expressions.	i. Explain why order of operations is important when evaluating expression such as: $3 + 2 * 8$.
	c. Simplify algebraic expressions with like terms.	i. Simplify expressions such as: $3a + 4b - 5a + 6b - 7$.
03. Solve algebraic equations and inequalities.	a. Solve 1- and 2-step equations and inequalities using inverse operations.	i. Solve equation such as: $12x - 5 = 31$.
	b. Use graphical representations to show linear equations.	i. Use technology to create a graph of linear relations.

585. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Understand, model, and apply the effects of reflections, translations, and rotations on various shapes.	i. Create a tessellation using a combination of reflection, translation or rotation showing movement on a plane.
	b. Understand and apply fundamental concepts, properties and relationships among points, lines, planes, angles, and shapes.	i. Compare measurements of opposite and alternate angles in a parallelogram.
	c. Apply formulas for perimeter, circumference and area to polygons, and circles.	i. Calculate the area of a center circle of a basketball court.
	d. Understand the concept of surface area and volume (capacity).	i. Construct a cylinder and calculate its surface area and volume (capacity).
02. Apply the geometry of right triangles.	a. Investigate right triangle geometry using the Pythagorean Theorem and 30-60 and 45-45 right triangles.	i. Investigate the relationships among the 3 sides of a right triangle of a Pythagorean triple. ii. Determine the length of a handicap access ramp given the height and length of the incline.
03. Apply graphing in two dimensions.	a. Represent geometric figures on a coordinate grid.	i. Construct a geometric figure given the following set of ordered pairs: (1, 1), (1, -3), (-2, -3), (-2, 1).

586. DATA ANALYSIS, PROBABILITY AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Analyze and interpret tables, charts, and graphs; for instance, scatter plots, line graphs, bar graphs, and pie charts.	i. Analyze and interpret bar graphs and pie charts in magazines or newspapers. ii. Given a scatter plot, choose a line of best fit.
02. Collect, organize, and display data.	a. Collect and organize data, and display the data in tables, charts, and graphs; for instance, scatter plots, line graphs, bar graphs, and pie charts.	i. Collect and display data by surveying the actual number of chocolate chips in cookies. ii. Survey and graphically display music preference categories.
03. Apply simple statistical measurements.	a. Choose and calculate the appropriate measure of central tendency – mean, median, and mode.	i. Compute an individual mean grade in a particular course. ii. Find the median student height in a classroom. iii. Find the most common shoe size in your class.

	b. Understand the significance of range, frequency, and informal distribution.	i. Calculate range and distribution of professional basketball salaries. ii. Create a frequency distribution chart of professional basketball salaries.
04. Understand basic concepts of probability.	a. Recognize equally likely outcomes.	i. Document frequency of heads and tails when flipping a coin 100 times.
	b. Model situations of probability using simulations.	i. Find the probability of drawing a jack of hearts in a standard deck of cards. ii. Use a spinner to represent the number of points scored by a 75% free throw shooter in a basketball game.
05. Make predictions or decisions based on data.	a. Make predictions based on experimental and theoretical probabilities.	i. Find the theoretical and experimental probability of throwing a pair of 6 sided number cubes and getting a sum of 7.
	b. Conduct statistical experiments and interpret results using tables, charts, or graphs.	i. Graphically display the results of 40 spins of a 4-quadrant spinner, and explain the results.

587. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Extend patterns and identify a rule that generates the pattern.	i. Extend the 1st 5 numbers in the Fibonacci sequence and explain the rule. ii. Explain how the amount of sales tax depends on the cost of the item.
	b. Understand and use functional relationships to explain how a change in 1 quantity results in a change in another.	i. Find the number of pencils needed for a classroom if each student must have 3 pencils. Explain how the number of pencils needed will change as the number of students' change. ii. Using what we know about a 3, 4, 5, right triangle, prove a corner of a room is square or not square.
02. Represent equations, inequalities, and functions in a variety of formats.	a. Represent a set of data in a table, as a graph, and as a mathematical relationship.	i. Collect data on the temperature of hot water as it cools over time and organize and display the results in several forms, including tables and graphs.
03. Apply functions to a variety of problems.	a. Use patterns and functions to represent and solve problems.	i. Illustrate on a line graph distance traveled at a constant speed of 55 miles per hour.

588. (RESERVED).

589. – 590. (RESERVED).

IDAHO SOCIAL STUDIES ACHIEVEMENT STANDARDS KINDERGARTEN

Sections 591 through 603

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

591. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Identify calendar time by days, weeks, an d months.	i. Participate in celebration of the 100th day of school. ii. Count down to special events.
	b. Speak in terms of time such as now, then, before, after, today, yesterday, tomorrow.	i. Participate in daily calendar activities. ii. Participate in language experience activities.
	c. Identify current events involving the community.	i. Create student-generated newsletters. ii. Participate in spontaneous discussions.
	d. Demonstrate awareness that historical events have been recorded.	i. Share books, stories, and pictures. ii. Display art prints.

592. EVOLUTION OF DEMOCRACY.

No standards of Evolution of Democracy apply at this grade level.

593. EXPLORATION AND EXPANSION.

No standards of Exploration and Expansion apply at this grade level.

594. MIGRATION AND IMMIGRATION.

No standards of Migration and Immigration apply at this grade level.

595. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify different means of transportation that are used today to travel from place to place such as airplanes, boats, trains, busses, automobiles, and bicycles.	i. Interact with toy transportation vehicles used in the learning centers. ii. Graph ways students have traveled.
	b. Identify methods of travel in the past.	i. Use art and literature to show transportation. ii. Survey family members on their different methods of travel.

	c. Identify examples of simple machines, inventions, and technology used in the home.	i. Explore simple machines in appropriate centers. ii. Make a collage of machines used in the home.

596. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explore why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.	i. Share literature. ii. Discuss and celebrate holidays.
	b. Identify history as dealing with past events and famous people such as George Washington or Martin Luther King.	i. Discuss and share holidays. ii. Dramatize, role-play, and perform puppet shows.

597. CULTURAL AND SOCIAL DEVELOPMENT.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Identify stories, pictures, and music of other cultures.	i. Use of Waterford Early Learning. ii. Listen and participate in cultural music (rhythm activities).
	b. Identify holidays by dates and understand that holidays commemorate special events.	i. Participate in daily calendar activities. ii. Dress in costumes for dramatic play.
	c. Participate in patriotic activities.	i. Sing patriotic songs. ii. Learn the Pledge of Allegiance.
	d. Recognize that people celebrate in many different ways.	i. Create costumes. ii. Share family holiday traditions.
	e. Identify personal and school experiences with large seasonal changes such as summer vacation, school months, and major holidays.	i. Participate in daily calendar activities. ii. Provide seasonal clothes for dramatic play. iii. Dress dolls for weather.
	f. Demonstrate an understanding of own personal history as part of family, school, and neighborhood.	i. Create a family picture, tree, or family history. ii. Investigate the meaning of first name. iii. Draw a self-portrait journal. iv. Name first/last name, phone number, and address.
	g. Describe how people in communities help each other.	i. Invite guest speakers. ii. Take a walking field trip.

	h. Describe how all families have similarities and differences.	i. Create a graph of members in a family. ii. Share life experiences both informally and formally.
	i. Describe how each person is special and unique.	i. Create VIP bulletin board. i. Celebrate and share birthday traditions. ii. Create physical appearance and interest graphs.

598. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Listen to stories that reflect the cultural heritage of the United States – past, present, real and fiction.	i. Share literature. ii. Dramatize stories.
	b. Participate with groups to make decisions and solve problems.	i. Participate in "Classroom Circle Time." ii. Classroom planning for parties.
	c. Describe some rules and the reasons for them.	i. Contribute to and post list of classroom rules. ii. Tour school and observe rules. iii. Instruct and play games (matching or memory games).

599. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue.	i. Create displays that utilize examples of patriotic symbols. ii. Create artwork.
	b. Recite the Pledge of Allegiance.	i. Discuss where the Pledge of Allegiance is given (baseball games). ii. Recite the pledge daily. iii. Paraphrase the meaning of the pledge.
	c. Develop awareness of leadership roles in the country.	i. Participate in discussions of current events. ii. Participate in a field trip to the Capitol building, city hall, or other government building. iii. Acknowledge and celebrate Civil Holidays (Martin Luther King, Veterans Day).

	d. Know that the people in the United States vote for their leaders.	i. Participate in class simulated elections. ii. Read, review, and discuss children's newspapers such as Weekly Reader or Scholastic.

600. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify individuals that are helpful to people in their everyday lives such as principal, school secretary, doctor, and police officer.	i. Participate in a school building tour. ii. Create a student-generated display of parent occupations.
	b. Demonstrate ways to be helpful to family, school, and community.	i. Practice household chores in the house keeping centers. ii. Generate a list of household responsibilities to share with family.
	c. Recognize that there is a need for a leadership in any society.	i. Place career items in the drama center. ii. Identify and discuss leaders in the community and school.
	d. Identify leadership roles in the school, neighborhood, and family.	i. Create a mural of leaders. ii. Develop a schedule of classroom helpers.
	e. Show respect for the opinions, feelings, and actions of others.	i. Create small group tactics for discussing, listening, and solving problems. ii. Create student-generated books that address character traits.
	f. Demonstrate the ability to make choices and take responsibility for one's own actions.	i. Solve own problems independently. ii. Role-play situations that involve problem solving.
	g. Name and show respect for the rules at home, school, and in the community.	i. Identify traffic and safety signs in environment (stop, railroad crossing). ii. Discuss and identify rules and courtesies of most families.

601. ECONOMIC FUNDAMENTALS.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Observe that all people have needs and wants.	i. Share and discuss literature such as Something Good by Robert Munch. ii. Brainstorm and list needs and wants.
	b. Recognize that people meet their needs by sharing, trading, and	i. Set up a store in the drama center. ii. Teach other children how to ask

	using money to buy goods and services.	questions to meet their personal needs. iii. Set up a Penny Store – earn pennies and trade them for goods.
	c. Describe some jobs that people do to earn money.	i. Participate in field trips to local businesses. ii. Display career pictures. iii. Invite guest speakers.
	d. Identify the people who work in the school or in the community and be aware of their products and services.	i. Invite guest speakers. ii. Create a workbench center. iii. Place hats to reflect occupations in the drama center.

602. ECONOMIC INFLUENCES.

No standards of Economic Influences apply at this grade level.

603. GEOGRAPHY.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Identify the globe as a model of the earth.	i. Use globes and magnifying glasses for exploration. ii. Participate in classroom discussions of the globe with hands-on activities.
	b. Distinguish between land masses and water on a globe or map.	i. Play catch with a beach ball globe and identify if your hands are on land or water. ii. Create a globe using a blue balloon and color in the land with a brown marker.
	c. Identify the north and south poles on a map or globe.	i. Share literature (Polar Express). ii. Discuss and sort arctic animals.
	d. Recognize a map of the United States of America, and know it is the country in which we live.	i. Assemble a floor size puzzle map of the United States. ii. Request postcards to be sent to school from family members around the United States.
	e. Make and use a map of a familiar area.	i. Review the fire safety map. ii. Create a third dimensional map in the block area.
	f. Use simple terms such as bigger, smaller, near, and far.	i. Play the hot/cold game. ii. Play Simon Says.
02. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify the ways the four seasons affect our lives.	i. Draw a picture of a tree during each season. ii. Dress dolls appropriate for the weather.

	b. Demonstrate ways to be of help to the environment and community.	i. Collect pop cans for recycling and donate proceeds to a charity. ii. Pick up litter on the playground.
	c. Recognize that many kinds of plants and animals live on the earth.	i. Participate in a field trip to the zoo. ii. Care for classroom pets and plants.

604. -- 605. (RESERVED).

IDAHO SOCIAL STUDIES ACHIEVEMENT STANDARDS GRADE 1

Sections 606 through 618

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

606. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use the calendar to measure days, weeks, months, and years.	i. Create a daily calendar activity. ii. Generate a calendar.
	b. Identify current events involving the community.	i. Generate a newsletter. ii. Participate in spontaneous discussions.
	c. Use correctly the terms of past, present, future, yesterday, today, and tomorrow.	i. Develop an oral discussion around a calendar activity.
	d. Create a timeline that shows personal experiences that take place over a period of time.	i. Make a "Here I Am" book. ii. Use a timeline for the school year to show holidays and birthdays.
	e. Recognize that every person, group, and country has a story about its past and this is called its "history."	i. Share something from personal history. ii. Role-play a character from children's historical literature.

607. EVOLUTION OF DEMOCRACY.

No standards of Evolution of Democracy apply at this grade level.

608. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Know that Native American people lived on this continent before people came from Europe.	i. Read stories of Native American people. ii. Invite Native American guests to come and share their culture.
	b. Describe the Voyage of Columbus in 1492.	i. Learn a poem and the names of Columbus's three ships.

		ii. Create an art project to go with the poem.

609. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify reason why early colonists came to the New World.	i. Read and discuss a book about the pilgrims. ii. Participate in a class Thanksgiving feast.
	b. Know that the people in the local community have their origins in many areas of the world.	i. Create a family history map of ancestors. ii. Participate in a "Christmas Around the World" activity. iii. Share literature from various cultures.

610. POLITICAL, SOCIAL AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Compare different types of transportation and their uses.	i. Explore forms of public transportation. ii. Group and categorize transportation according to what goes on land, water, and in the air.
	b. Compare differences in the ways American families live today to how they lived in the past.	i. Share literature about life in the past. ii. Share videos that depict past lives.
	c. Identify ways machines and technology are used in home and school.	i. Categorize machines by their use in the home such as what machines help us with cooking and preparing for school. ii. Draw a picture of a new invention and explain to the class what its purpose is.

611. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explain why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.	i. Read stories and discuss events around Independence Day. • Do an activity with the Declaration of Independence (signing their own giant one). • Read the story The Wall and make

		your own 1st grade wall. Have them write their name and a note to thank a veteran on their own 3 x 6 brick. Hang them all together to create the wall. ii. Make a "Martin Luther King" book. iii. Do a simulation of segregation using eye color.
	b. Understand that some people were not free in early America.	i. Watch the video "Reading Rainbows, Follow the Drinking Gourd." ii. Listen to the music from the era of slavery in the United States.

612. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Recognize that each person belongs to many groups; family, school, friends, neighborhood, community, and nation.	i. Make a family mobile. ii. Make a community collage.
	b. Describe how people's appearances are alike and different, creating diversity among the American population.	i. Make a collage of similarities and differences in people. ii. Make graphs to show differences in classmates' eye and hair color.
	c. Explain how families vary in structure and size.	i. Make a "Meet My Family" book. ii. Make a "Families Are Important" book.
	d. Name several ways families and community members work, learn, play, and care for one another.	i. Ask someone from the community to talk to the class about what they do. ii. Invite the school counselor to talk to the class.
	e. Describe how people of different cultures have the same basic needs but may meet them in different ways.	i. Make a four-sided diorama representing different cultures. ii. Make a picture quilt showing different ways of life; hook together to show everyone is similar.
	f. Compare stories, pictures, and music of other selected times and places in America's past.	i. Learn Patriotic songs such as Star Spangled Banner, God Bless America, Grand Old Flag, and America. ii. Share literature and compare stories.

613. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Recognize and become familiar with the significance of American symbols and figures.	i. Look at pictures of the flag, Statue of Liberty, and White House, and discuss the significance and meaning of each. ii. Do a fun activity or art project with each.
	b. Participate within groups to make decisions and solve problems.	i. "Classroom Circle Time" participation. ii. Classroom planning for parties.
	c. Describe some rules and explain why they are necessary.	i. Post list of classroom rules. ii. School tour of rules. iii. Instruct and play games (matching or memory games).

614. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify famous presidents such as George Washington, Thomas Jefferson, Abraham Lincoln.	i. Participate in stories and legends about George Washington. ii. Make a class chart about Thomas Jefferson that shows famous things about him. iii. Do "clean a penny activity" using vinegar and salt or catsup. iv. Make a log cabin with pretzels.
	b. Name the current United States President.	i. Write a letter to the President. ii. Display pictures of him.
	c. Know that the people in the United States vote for their leaders.	i. Hold class simulated elections. ii. Read, review, and discuss children's newspapers such as Weekly Reader or Scholastic.

615. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Explain why rules are necessary in homes, classrooms, recess, the lunchroom, and games.	i. Make up classroom rules together. ii. Discuss what it would be like if we had no rules.
	b. Explain why people in authority must apply rules fairly.	i. Take a field trip to the police station. ii. Invite a guest to come and talk to the class.

	c. Name some responsibilities that students have in the classroom, at home, in the community.	i. Participate in an oral discussion. ii. Write in a journal.
	d. Know that voting is one way in which rules are developed.	i. Make a voting booth out of a large box. ii. Participate in classroom voting.
	e. Demonstrate good citizenship.	i. Discuss what makes a good citizen. ii. Make a "Be Positive" stick in which kids watch all day for classmates doing nice positive things for others. At the end of the day all come together and pass around the "stick." One by one each child states something they observed as being positive.

616. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify the basic needs of people such as food, clothing, and shelter.	i. Play a game from Project Wild about the needs of bears and then compare people and bears. ii. Create a class poster using popsicle sticks and colored paper that shows basic needs.
	b. Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.	i. Talk about pioneers and bartering. ii. Participate in a bartering activity.
	c. Name things that people may want but do not need and explain the difference.	i. Participate in a class discussion about needs and wants. ii. Cut and paste pictures and categorize into needs and wants.
	d. Identify ways to save money for future needs and wants.	i. Share how people earn and save money. ii. Use classroom money to demonstrate needs and wants such as drinks and bathroom privileges, etc.
	e. Identify chores that children can do at home or in the classroom to be helpful and responsible.	i. Discuss different chores people have at home. ii. Make a poster showing an individual's chores at home.

617. ECONOMIC INFLUENCES.

No standards of Economic Influences apply at this grade level.

618. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Explain what maps and globes represent and how they are used.	i. Complete the map skills in the Weekly Reader. ii. Follow a teacher-generated map around the school.
	b. Use directions on a map: east, west, south, and north.	i. Play games using east, west, south, and north. ii. Participate in a treasure hunt using directions.
	c. Understand that maps have keys or legends.	i. Make a neighborhood map with a legend. ii. Generate symbols to be used on a map.
	d. Identify continents and large bodies of water on a globe or a map.	i. Participate in a group activity with maps and globes. ii. Learn a song to help remember.
	e. Name and locate continent, country, state, and community in which the class lives.	i. Make a layered map using a large paper circle to represent the earth. Glue on a pre-drawn shape of North America then add the United States, glue on the state of Idaho followed by the community. ii. Practice locating continents, countries, and states on maps.
02. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Describe ways people adjust to their environment.	i. Invite a guest speaker and discuss what to do in the event of a flood, drought, earthquake, snowstorm, or man-made situation. ii. Make a list of items needed to create a survival pack for the home.

619. -- 620. (RESERVED).

IDAHO SOCIAL STUDIES ACHIEVEMENT STANDARDS GRADE 2

Sections 621 through 633

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

621. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use the calendar to measure days, weeks, months, and years.	i. Develop a personal calendar on a monthly basis. ii. Participate in a daily calendar activity

		(math meeting).
	b. Identify current events involving the community.	i. Create a newsletter. ii. Participate in spontaneous discussions.
	c. Create and interpret timelines.	i. Create personal timelines showing life's milestones. ii. Tell how a community has changed over time.
	d. Obtain information from a variety of sources.	i. Use internet, atlas, dictionary, encyclopedia, newspaper, and multi-media resources.

622. EVOLUTION OF DEMOCRACY.

No standards of Evolution of Democracy apply at this grade level.

623. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Recognize that Native Americans were inhabitants of North America before colonization.	i. Read stories about Native American legends. ii. Draw pictures of Native American dwellings.
	b. Identify some contributions Native American people have made to the development of the United States.	i. Discuss how the Native Americans helped the Pilgrims survive. ii. Reenact the first Thanksgiving.
	c. Identify Native American tribes and discuss their cultures.	i. Invite guest speakers from Native American tribes. ii. Create a collage showing various Native American artifacts.

624. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Know that people come from different countries to live in the United States.	i. Invite guest speakers to share immigration stories. ii. Cut and paste pictures depicting people from around the world.
	b. Describe life during the Westward Movement and Pioneer America.	i. Read and listen to Laura Ingalls Wilder books. ii. Utilize computer software such as "The Oregon Trail" with an older "buddy."

625. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and the technological innovations that have occurred in the United States.	a. Compare and contrast current transportation with transportation of the past.	i. Include types of transportation in a class timeline. ii. Draw a Venn diagram comparing transportation used in the past and present.
	b. Compare how jobs and tools have changed over time.	i. Go to a museum and compare and contrast tools, appliances, etc. ii. Make butter by hand in a jar.
	c. Identify ways machines and technology are used in homes, schools, and communities.	i. Make a list of machines that a student may use on a daily basis. ii. Take a field trip to a business. After the trip, make a list of the machines that were seen and describe how technology was being used.
	d. Explain the many types of communication used by people today and long ago.	i. Make a "then and now" poster showing how communication has changed. ii. Include communication inventions in a class timeline.

626. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Describe war as a type of conflict.	i. Use role playing to solve conflicts. ii. Read literature relating to conflict.
	b. Describe how individuals play a specific role during times of conflict.	i. Role-play an event in the life of a historical figure. ii. Listen and discuss stories about Abraham Lincoln and slavery issues.

627. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Identify different groups that a person belongs to such as family, neighborhood, community, church, and teams.	i. Create a bar graph showing different groups students belong to. ii. Identify the country of origin of different sports such as soccer and football.

	b. Describe some family traditions.	i. Interview various family members and record family traditions. ii. Share family traditions with the class.
	c. Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.	i. Make booklets showing holiday traditions and symbols around the world. ii. Make an ornament representing a holiday celebration from another country.
	d. Identify similarities between different groups of people.	i. Create a Venn diagram showing similarities among groups of people. ii. Design a collage of activities children enjoy.

628. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant early American leaders.	i. Develop a poster displaying the contributions of George Washington and Abraham Lincoln. ii. Watch and discuss various videos about early American leaders.
	b. Tell who the Pilgrims were and why they came to America.	i. Listen to a story about the Pilgrims. ii. Reenact the voyage of the Mayflower.
	c. Know the meaning of the Pledge of Allegiance.	i. Recite the Pledge of Allegiance from memory. ii. Write a personal paragraph on what the Pledge of Allegiance means to the individual.
	d. Identify symbols of the United States such as the American flag.	i. View examples of the stages of the American flag. ii. Create the American flag in the various stages of history. iii. On a class timeline, show when Betsy Ross created the American flag.
	e. Name many of the responsibilities and rights of American citizens.	i. Hold a mock election correlating with a regular or city election. ii. Invite a police officer to discuss laws and their importance.

629. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of	a. Contrast the difference between a country, a state, and a city.	i. Design a mini book defining country, state, and city. ii. On a map, identify and label your city

government.		and the state of Idaho within the United States.
	b. Know that leaders may be elected or appointed.	i. Hold a mock election. ii. Vote on a classroom issue.
	c. Name the current President of the United States and the current Governor of Idaho.	i. Write a letter to the President and ask for an autographed picture. ii. Write a letter to the Governor and ask him what the responsibilities of a Governor are.
	d. Recognize that Washington, D.C. is the capital of the United States and that every state has a capital city.	i. Take a virtual tour of the White House on the internet www.whitehouse.gov. ii. Locate Boise on a map.

630. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify the rules of the family and the classroom.	i. Brainstorm, determine, and display rules for the classroom. ii. Create a bar graph illustrating family duties.
	b. Recognize that there are consequences for following and breaking the rules of the family or classroom.	i. Brainstorm, determine, and display consequences of breaking classroom rules. ii. Write a paragraph on the consequences of breaking family rules.
	c. Recognize that communities have laws, why they are important, and know there are consequences.	i. Invite a police officer to the classroom to discuss laws and their consequences. ii. Reenact what would happen if there were no rules on the playground or in the classroom.
	d. Identify characteristics of good citizens and name historic and current people who exemplify these.	i. Describe the characteristics of President Lincoln and Martin Luther King. ii. Use periodicals such as Reader's Digest "Heroes For Today" to exemplify good citizenship.

631. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify wants and needs of all families.	i. Name the three basic needs. ii. Illustrate the three basic needs.

	b. Define income and identify different ways to earn and save.	i. Develop a mock income using tokens earned in the classroom. ii. Create a pie graph illustrating where income goes.
	c. Know the difference between goods and services.	i. Write an advertisement for a product. ii. Write an advertisement for a service.
	d. Distinguish between producers and consumers.	i. Invite a farmer to the classroom to discuss the roles of a producer. ii. Take a field trip to a farm/ranch or factory.

632. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economics systems.	a. Identify technology services in the community.	i. Name some ways technology provides services in your community. ii. Write a paragraph about what it would be like without modern day conveniences. iii. As a family project live without technology for 24 hours. Share experiences with class.
	b. Explain how natural resources affect economic activities in the local community.	i. Interview a family member or a friend in the community who works/worked in natural resources and write a paragraph describing their experiences. ii. Invite a person to the classroom to share experiences regarding farming, timber, or mining and how it affects their lives.

633. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Identify landforms, bodies of water, and human made features (cities, dams) on a map and globe.	i. Label a map identifying landforms. ii. Create a salt clay relief map featuring landforms and bodies of water.
	b. Know the cardinal directions and how to use the compass rose.	i. Identify items that are located on walls in classroom using different cardinal directions. ii. Following teacher's directions, point in cardinal directions in an increasingly rapid succession. iii. Use a map to show cardinal directions.
	c. Know that map symbols (key/legend, scale) represent a	i. As a class draw a map of the classroom using a map key containing

	real object or place.	symbols describing classroom. ii. Draw a map of your bedroom using a map key containing four symbols describing bedroom.
	d. Know that boundary lines separate states.	i. Identify which states border Idaho. ii. Color and label a map identifying the state of Idaho, the forty-eight contiguous states, Hawaii and Alaska, and the Atlantic and Pacific Oceans. iii. Compare and contrast the size of Idaho to other states using simple terms such as bigger or smaller, near or far.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Know that physical characteristics affect settlement patterns.	i. Using a population map, show where the largest concentrations of people have settled. ii. Using references (internet, literature), make a list of physical characteristics that might draw people to an area.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Compare how environmental conditions affect living styles and clothing in different parts of the country.	i. Share stories with the class. ii. Draw pictures. iii. Find examples or make models of how people live in different environmental conditions.
	b. Know that humans depend on the environment to meet their basic needs.	i. Make a list to describe what humans use to meet their basic needs. ii. Create a flow chart describing how food gets from the farm to the table. iii. Use multimedia to show the process that milk goes through before reaching the consumer.

634. -- 635. (RESERVED).

IDAHO SOCIAL STUDIES ACHIEVEMENT STANDARDS GRADE 3

Sections 636 through 648

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

636. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use days, weeks, months, and years to measure time.	i. Place a series of family, school, or community events in the proper sequence on a timeline. ii. Integrated with math, use a calendar to track passage of days, weeks, months,

		and years.
	b. Identify current events involving the community.	i. Generate student newsletters. ii. Participate in spontaneous discussions.
	c. Identify decades and centuries as a measure of time.	i. Create a class timeline showing one hundred years of United States history in decade intervals. ii. Integrated with science, create a timeline depicting inventors, technology, and explorers in century intervals.
	d. Identify primary sources of information about local history.	i. Using newspaper archives, add a section to the classroom newspaper that talks about local history. ii. Interview native senior citizens for memoirs of local history.
	e. Differentiate between cause and effect.	i. Integrated with science, experiment how light effects plant growth. ii. Read the poems "Sara Stout" and "Jimmy Jet" by Shel Silverstein and discuss cause and effect.
	f. Identify different points of view.	i. Expand understanding of slavery by studying the perspective of the plantation slaves verses that of the plantation owners. ii. Read literature such as The True Story of the Three Little Pigs and discuss the different points of view.
	g. Identify factual statements in sources of news using the five W's: who, what, where, when, and why.	i. Log onto usnews.com. Then, as a class, read an article that the teacher selects and look for the five W's. ii. Share current events with class and point out the five W's.

637. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Understand the difference between a single authority and a group decision.	i. Explore religious persecution in Europe that caused immigration to America. ii. Read and do a retell of Molly's Pilgrim.
	b. Recognize the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.	i. Take a group vote to make a class decision. ii. Participate in class discussion on playground rules.

638. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify historical landmarks in and around the community.	i. Organize a field trip and visit historical landmarks. ii. Create and illustrate brochures of local historical landmarks.
	b. Identify some significant events that have occurred in and around the community.	i. Invite a guest speaker to come and speak about events that occurred in the community. ii. Survey the student body to determine the most significant events in their community.
	c. Demonstrate knowledge that the first people to inhabit American lands included native Alaskans and native Hawaiians, as well as native peoples in the contiguous forty-eight states.	i. Classify native tribes according to cultural region. ii. Replicate native homes according to region demonstrating use of natural resources.

639. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify the origins of classmates' ancestors.	i. Using a world map find the location of ancestors' origin. ii. Dress as one of your ancestors and tell a story from that ancestor's life.
	b. Recognize that migration and immigration are continuous processes.	i. Using statistics from the Immigration Bureau or internet, graph the top ten countries immigrating to United States in the past year. ii. Watch a video of new citizens taking the oath of citizenship.
	c. Recognize that most of the first Africans brought to America came as slaves against their will.	i. Present excerpts from "Freedom Train" and lead a discussion about slavery. ii. Discuss worldwide culture of slavery.

640. POLITICAL, SOCIAL AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and	a. Identify ways machines and technology have evolved over time and have changed the lives of people.	i. Create a timeline depicting the evolution of technology. ii. Produce an individual advertisement to sell a technological advancement.

technological innovations that have occurred in the United States.		
	b. Compare how machines and technology are used in homes, schools, communities, and the global community.	i. Use a digital camera to take pictures of different sources of technology at home and throughout the community. Research and write a report about their contributions to society. ii. Compare and contrast technology between a first world country and a third world country.
	c. Name some of the changes that have occurred to the local community due to technological advances.	i. Obtain old photo of own community. ii. Compare to current photo. Chart how technology helped in the change.

641. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explore relationships and conflicts between early settlers and Native Americans.	i. Demonstrate conflict between Native Americans by reading Naya Nuki. ii. Demonstrate conflict between Native Americans and settlers by reading aloud Squanto.
	b. Discuss how the United States became a nation after the colonists defeated the British in the Revolutionary War.	i. Research and sing songs from the Revolutionary War such as "Yankee Doodle." ii. Review origin of United States flag and design a personal flag.
	c. Define slavery and explain how the Civil War brought an end to slavery in the United States.	i. Make and post the class definition of slavery. ii. Read and discuss Harriett Tubman.

642. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols.	i. Choose a national document and explain its meaning to the class. ii. Examine holidays for patriotic basis.
	b. Describe some traditions in the community.	i. Brainstorm community traditions. ii. In small groups make murals depicting each tradition.
	c. Compare different culture groups in the community, including	i. Do a survey of the community to determine the different ethnic groups

	their distinctive foods, clothing styles, and traditions.	in the community. ii. Have an Ethnic Food Fair.
	d. Explain how communities are linked together through media, technology, phones, radio, etc.	i. Invite media guest speakers to the classroom to talk about radio or television. ii. Make a telephone out of tin cans and string. iii. Use "Wee Deliver" postal system (available free through US Postal Service).

643. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant early American leaders.	i. Develop a poster displaying some of the contributions of Thomas Jefferson and Benjamin Franklin. ii. Present an oral report of an early American leader.
	b. Identify some of the freedoms guaranteed to American citizens in the Constitution and the Bill of Rights.	i. Watch the video from Schoolhouse Rock about the Constitution. ii. Use student-created illustrations to develop a slide show or PowerPoint presentation about rights and freedoms.
	c. Identify many of the responsibilities and rights of American citizens.	i. Brainstorm responsibilities and rights of United States citizens. ii. Compare and contrast with another country.

644. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify and explain the basic functions of local government.	i. Create a poster identifying the basic functions of a city government. ii. Set up a mock government in the classroom.
	b. Identify the three branches of government.	i. Write the names of the three branches of the government. ii. Take a fieldtrip to the courthouse.

645. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have	a. Identify the rules of the classroom and school and the consequences	i. Create a classroom constitution. ii. Present school-wide rules to other

responsibilities and rights.	for breaking these rules.	students.
	b. Identify qualities of a good leader.	i. While serving in a leadership role, demonstrate the qualities of honesty, courage, and self-discipline. ii. Create a skit on qualities of leadership.
	c. Identify reasons why communities have laws.	i. Read Roxaboxen. ii. Role-play a city with and without laws.
	d. Describe ways in which children can participate in public life in their community.	i. Participate in volunteer work in the community. ii. Write pen pal letters to a senior citizen.

646. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Explain the difference between goods and services.	i. Create a chart using pictures from magazines that demonstrate some goods and services found in the community. ii. List some goods and services for which people trade.
	b. Explain the concepts of supply and demand and the role of the consumer and producer.	i. Create a class store. ii. Invite merchants to do a panel discussion.
	c. Explain the difference between public and private property.	i. Take a walking fieldtrip around the community and identify public and private property. ii. Make a map of the community and label public and private property.
	d. Describe savings and checking accounts at a bank and explain their purposes and benefits.	i. Visit a local bank. ii. Create a mock banking system (checkbooks, savings accounts).

647. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that there are many influences on economic systems.	a. Identify examples of transportation and communication networks in the local community and explain how they encourage economic prosperity and growth.	i. Design an advertisement for imaginary food or business. ii. Debate the pros and cons of public roadway access.
	b. Explain how land, natural resources, labor, trade, and	i. Identify natural resources in your area. ii. Discuss how natural resources impact

	technology affect economic activities in the local community.	the economy of the community.

648. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.	i. Construct a relief map. ii. Make a papier maché globe.
	b. Find the United States, Idaho, the state capital Boise, and own community on a map.	i. Visit terraserver.com to get pictures of your community via satellite. ii. Assign dice number to continent, country, state, county, capital, and community. Roll dice and quiz in pairs. Have answers posted to use.
	c. Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols.	i. Label stated features on a given map. ii. Create a map legend with symbols.
	d. Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.	i. Answer teacher generated questions for a given map. ii. Generate a treasure hunt and map. Include title, key, scale, cardinal directions, and symbols.
	e. Use a number/letter grid to find specific locations on a map.	i. Play the game "Battleship." ii. Using a playground map grid, place equipment according to teacher's oral directions.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Identify past and present settlement patterns of the community.	i. Visit terraserver.com to view development patterns of local communities. ii. Obtain information from historical society.
	b. Identify geographic features influencing settlement patterns of the community.	i. Use satellite-generated maps of Idaho and identify geographical features that would influence settlement. ii. Compare with a political map.
	c. Compare and contrast city/suburb/town and urban/rural.	i. Construct a Venn diagram comparing urban and rural communities. ii. Draw a picture of an ideal location in which to live.

03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land around the community has been changed by people, technology, and natural forces.	i. Discuss community changes. ii. On a transparency reproduce an aerial view of the community past and present to compare.

649. -- 650. (RESERVED).

IDAHO SOCIAL STUDIES ACHIEVEMENT STANDARDS GRADE 4

Sections 651 through 663

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

651. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - Student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Chronologically organize the events that led to Idaho becoming a state.	i. Create a timeline of the events that led to Idaho statehood. ii. Create a bulletin board of student-drawn or pictures collected of events leading to statehood.
	b. Identify current events involving the state of Idaho.	i. Create a student-generated newsletter. ii. Participate in spontaneous discussions.
	c. Explain how all cities, regions, and states have histories.	i. Provide an oral presentation of how cities, regions, and states have histories. ii. Create and present a HyperStudio or PowerPoint presentation of an Idaho city.
	d. Differentiate between fact and opinion, cause and effect, and identify different points of view.	i. Given four pieces of information, determine which selections are facts or opinions. ii. Write a paragraph of choice reflecting cause and effect.
	e. Gather and use information on Idaho history from primary and secondary sources.	i. Interview a Native Idahoan regarding their life when they were young. ii. Research and display the habitats of Native Americans in Idaho.

652. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Evaluate and interpret the concepts of popular consent, respect for the individual, equality	i. List the rights and privileges that early Idaho or Native American children had compared to the rights and

	of opportunity and personal liberty.	privileges of children today. ii. Have a class meeting and make decisions about any problems or activities that have come up.
	b. Know how Native Americans and early Idahoans governed themselves.	i. Create a Venn diagram comparing the governing of Native Americans and early Idahoans. ii. Identify examples of social and political leadership in Idaho.

653. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of Idaho.	i. List the seven tribes of Idaho. ii. Create a map showing the regional areas of the seven tribes of Idaho.
	b. Identify and verbalize the motivations of some of the early explorers to Idaho.	i. Compare and contrast the motivation of English and American exploration of the Oregon Territory. ii. Through an oral or written presentation, pretend you are an early explorer of the Oregon Territory and explain motives for exploration.
	c. Explain the accomplishments, significance, and outcomes of the Lewis and Clark expedition.	i. Write a journal entry and pretend that you are Lewis, Clark, or Sacajawea. ii. Create a list of important outcomes of the trip.
	d. Describe the lifestyles of the mountain men and explain the Rendezvous.	i. Create a mural showing scenes from the Rendezvous. ii. Do a diorama that depicts the lifestyle of the mountain man.

654. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify where the ancestors of Native Americans and immigrants originated.	i. Identify origin of own ancestors giving a description of their food, clothing styles, and shelters. ii. Label on a world map the routes that Native Americans and immigrants took to get to Idaho.
	b. Describe the preparations necessary for the trip west to Idaho.	i. Use the program Oregon Trail on the computer. ii. Write an itemized list of purchases needed to survive on the trip west to Idaho and compare it to an actual list used by the settlers.

	c. Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.	i. Through an oral presentation explain the motives of a group and their leader for coming west. ii. Write a letter convincing family members who were left behind to come west and settle in Idaho.
	d. Describe the role of the discovery of gold and other minerals in the settlement of Idaho.	i. Draw a pictorial sequential timeline of a mining settlement in Idaho. ii. Create a class ghost town.

655. POLITICAL, SOCIAL AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify some of the changes that have occurred to Idaho society due to technological advances.	i. Compare and contrast the past, present, and future schools. ii. Using a triarama depict schools from the past, present, and future.
	b. Name some of the contributions made by individuals in bringing about industrial changes to Idaho.	i. Given a list of individuals that brought about industrial changes in Idaho, choose one and write an essay, for instance, Albertson, Simplot, or Harriman. ii. List inventions that were created by Idahoans.

656. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explain how the westward migration impacted Native Americans.	i. Create a timeline of the Nez Perce conflict with the United States Army on a map. ii. Watch the movie "I Will Fight No More Forever," and memorize Chief Joseph's speech.
	b. Describe the involvement of Idaho's veterans in international conflicts.	i. Invite a veteran to speak to the class. ii. Interview a family member who was involved in an international conflict.

657. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain the role of missionaries in the development of Idaho.	i. Name different religions that have had an important influence in Idaho history. ii. Place all the missions that were established in Idaho on a map.
	b. Describe ways that cultural groups learn from each other.	i. Role-play a Native American living on a mission and explain how life has changed. ii. Share a story, poem, or legend from a different ethnic group.

658. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant Idaho leaders and their contributions.	i. Make an acrostic poem using any Idaho leader; include what their contribution was to Idaho. ii. Role-play an Idaho leader.
	b. Explain the democratic process in Idaho.	i. List the responsibilities and rights of a good Idaho citizen. ii. Write to a state representative about their job.

659. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify major events that lead to Idaho statehood.	i. Create a class timeline depicting Idaho becoming a state such as Lewis and Clark, explorers, and settlers petition to become a territory. ii. Depict the changes in the shape of Idaho from territory to statehood.
	b. Identify the symbols of Idaho such as the state bird and state seal.	i. Create a flipbook using the symbols of Idaho. ii. Create a poem for a symbol of Idaho (haiku, shape, concrete, and diamonte).
	c. Recognize that a state is divided into local units of government.	i. Create a map of Idaho including the counties. ii. Identify and locate the larger cities in Idaho.

	d. Identify the basic function of the legislative and executive branches of state government.	i. Watch the video "How A Bill Becomes A Law." ii. E-mail the Governor's office or a member of the State Legislature regarding a current state issue.

660. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Describe ways in which citizens can participate in public life.	i. Prepare a newspaper article that features a peer being a good citizen. ii. Perform an act of volunteerism that helps another individual such as raking leaves or visiting an elderly person.
	b. Identify some of the basic responsibilities and rights of a citizen.	i. Develop a list of responsibilities and rights of a class member. ii. Learn the song "Here We Have Idaho" or "Celebrate Idaho."

661. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Explain how Native Americans and early settlers met their basic needs of food, water, and shelter.	i. Use a Venn diagram to compare and contrast the basic needs of food, water, and shelter for Native Americans and early settlers. ii. Create a poster showing the natural resources used by early settlers and/or Native Americans.
	b. Explain the concepts of supply and demand and scarcity.	i. Set up a trading post and bargain with each other for items. ii. Given a scenario involving supply and demand, explain the outcome.
	c. Explain the concepts of specialization and division of labor.	i. Create an assembly line and create a product. ii. Analyze own community and create a class list of people needed to run the city.
	d. Identify goods and services in early Idaho settlements.	
	e. Explain the concept of public and private property in the development of Idaho.	i. Participate in a mock debate between Native American and early Idaho settlers on the concept of land ownership. ii. Using an Idaho map, identify public lands.

662. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economics systems.	a. Describe examples of changes in transportation and communication in relation to economic growth in Idaho.	i. Compare and contrast transportation or communication from the past and today. ii. Make a collage of different types of transportation or communication of the past, present, or future.
	b. Describe how geographic features of Idaho have determined the economic base of Idaho's regions.	i. Debate the use of wilderness areas. ii. Create a booklet of Idaho farm products.

663. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Use geographic skills to collect, analyze, interpret, and communicate data.	i. On a map identify the following regions in the United States: Northeast, Northwest, Southeast, Southwest, Rocky Mountains, and the Pacific regions. ii. Create a map showing various geographic landforms in Idaho.
	b. Locate and label on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.	i. Point out on a map the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. ii. On a blank map fill in the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.
	c. Use a number/letter grid to find specific locations on a map.	
02. Understand the migration and settlement of human populations on the earth's surface.	a. Explain past and present settlement patterns in Idaho.	i. Given a group of people, tell why they settled in that geographic region of Idaho. ii. Create a before and after mural showing the environment with and without Native American populations.
	b. Identify the geographic features of Idaho in which people settled.	i. On a map identify the geographic features of Idaho. ii. Create a flipbook that illustrates and explains various features in Idaho.
	c. Compare and contrast one of the following: city/suburb/town, urban/rural, farm/factory, and agriculture/industry.	

03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land in Idaho has been changed by people, technology, and natural forces.	i. Compare and contrast photos of a town from the past to photos of today. ii. Develop a map showing the major river ways and railways used by early Idahoans.
	b. Explain how machines and technology have affected the natural resources of Idaho.	i. Create a story pretending to be a tree expressing feelings about being harvested and turned into a product. ii. Make a brochure advertising Idaho.

664. -- 665. (RESERVED).

IDAHO SOCIAL STUDIES ACHIEVEMENT STANDARDS GRADE 5

Sections 666 through 678

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

666. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Chronologically organize significant events and people who form the foundation of United States history.	i. Provide students with a mixed-up timeline and have the students put it in order. ii. Identify the significant events from the details of the event.
	b. Identify current events involving the nation.	i. Generated newsletters. ii. Participate in spontaneous discussions.
	c. Identify various methods used by historians to learn about the past.	i. Differentiate between the use of primary and secondary sources. ii. Take a field trip to a museum.
	d. Analyze, organize, and interpret information.	i. Examine population graphs to study growth of the United States. ii. Create an outline of a historical event.
	e. Identify different points of view and frames of reference.	i. Identify theories of migration to the North American Continent. ii. Read fictional accounts of the Revolutionary War written from different viewpoints.

667. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Understand the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.	i. List the privileges and rights of citizens in pre- and post-revolutionary America. ii. Read literary pieces that trace the evolution of women's rights in America.
	b. Know the difference between direct democracy and the constitutional (representative) democracy of today's United States.	i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. ii. Role-play a New England town meeting to find and hire a new minister.

668. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of North America.	i. Create a chronological chart describing Pre-European inhabitants of North America and Native American inhabitants who encountered Europeans. ii. Prepare a map identifying the different geographic localities of North America.
	b. List the early explorers of North America.	i. Create a timeline of explorers. ii. Trace routes of exploration on a map.
	c. Describe the impact of early explorers on North America.	i. Hold a debate between a native American and a European explorer. ii. Prepare a simple research project regarding an early explorer.
	d. Identify the major land acquisitions to the United States.	i. Create overheard transparencies showing change of possession of land areas in North America. ii. Research reasons why the United States acquired this land.
	e. Know the factors that contributed to western expansion in the United States in the early 1800s.	i. Brainstorm and evaluate possible factors for expansion. ii. Incorporate literary examples that address western expansion.
	f. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.	i. Write a persuasive newspaper editorial regarding the advantages of migrating. ii. Pretend to be the President and write a speech explaining the Manifest Destiny to Congress and it's advantages.

669. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify the religious, political, and economic motives of voluntary European immigrants.	i. Create a web or chart listing the different religious, political, and economic motives, and the voluntary immigrants who used each motive to come to North America. ii. Write a letter to a European ruler describing why you would want to take a group of colonists to North America.
	b. Explain what indentured servants were and how they participated in the early life of the United States.	i. Create a contract between an indentured servant and the person they are indentured to. ii. Write a journal entry describing your day as an indentured servant.
	c. Explain the history of the slave trade in the United States.	i. Trace and describe the triangular slave trade route on a map. ii. List the reasons why slavery expanded in the United States.
	d. Identify the motives of the major groups who participated in the western expansion by leaving the east and heading west.	i. Create a class mural depicting the different groups heading west. ii. Describe the Homestead Act and it's impact on the westward expansion.
	e. Identify the significant Native American groups that were encountered in the Western Movement.	i. Create a diorama depicting the lifestyle of a Native American group. ii. Create an oral narrative about the first encounter between a Native American group and a group of settlers.
	f. Identify some of the significant individuals who took part in the western expansion.	i. Research important individuals and play "Who am I?" ii. Create a class biography book about these important individuals.

670. POLITICAL, SOCIAL AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Name some of the changes that have occurred to American society due to technological advances.	i. List the inventions of famous Americans and describe how their inventions had an impact on American society. ii. Choose a time period and create a time capsule of the inventions of that period.

	b. Explore major effects of the Industrial Revolution.	i. Design an advertisement for an invention explaining its contribution and the importance of its inventor. ii. Name some of the contributions made by individuals in bringing about industrial changes.

671. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Describe some of the changes that have occurred due to wars and conflicts.	i. Brainstorm changes that occurred due to a particular war or conflict. ii. Write a newspaper article about the changes that occurred after a war or conflict.
	b. Name significant American leaders during the Revolutionary War era.	i. Create a web of significant American leaders of the Revolution and their accomplishments. ii. Role-play significant American Revolutionary leaders and have other students interview them.
	c. Identify the events and name the reasons the colonists went to war with England.	i. Create a cause-and-effect diagram of events that led to war with England. ii. Create a mobile of the major events and reasons that led to the Revolutionary War.
	d. Explain how the westward migration led to conflict between Native Americans and the settlers.	i. List major conflicts between Native Americans and settlers and the results of each conflict. ii. Debate the need for conflict between a settler and a Native American.
	e. Describe the major contributions of significant United States Presidents.	i. Fill a stovepipe hat with Lincoln's contributions and accomplishments. ii. Perform a chorale reading of the Gettysburg Address.
	f. Discuss the causes and effects of various conflicts in American history.	i. Create a teacher-led web of the reasons for each of the wars. i. Invite a speaker who has personal experiences of one of the conflicts. ii. Create a bulletin board listing the causes and effects of the Civil War that students can manipulate and categorize. iii. Pretend you are living in the South and write a letter to a Northern relative explaining why you want to leave the Union.

672. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain important American customs, symbols, landmarks, and celebrations.	i. Bring in an example of a political cartoon using one of the symbols, landmarks, or celebrations. ii. Do an internet search regarding the history of a United States symbol, landmark, or celebration.
	b. Identify some significant individuals who have been responsible for bringing about social changes in the United States.	i. Listen to a teacher read a biography. Generate a list of that person's accomplishments. ii. Given a list of social changes, discover who was responsible. Include ethnic, racial, and gender information about these individuals.
	c. Identify influential cultural groups throughout American history.	i. Have a "Share Fair" of student-brought artifacts from different cultures. ii. Build or draw examples of three types of houses in North American culture. iii. Give examples of art, literature, and architecture that reflect different cultural groups throughout American history.
	d. Describe how Native Americans developed a variety of cultures before the coming of the European settlers.	i. Read several Native American legends and discuss their significance to Native Americans. ii. Describe the impact a geographic area would have on the development of Native American culture.
	e. Identify different examples of how religion has been an important influence in American history.	i. Chart or web the various religious influences in the settlement of the colonies. ii. Hold a mock debate between William Bradford and William Penn.

673. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Understand systems of government in Colonial America.	i. Compare systems of government in Colonial America and identify examples of representative government. ii. Make an outline of the governments found in Colonial America.
	b. Identify significant early American political leaders and	i. Play "American History Jeopardy" by viewing pictures of early American

	tell their contributions to early United States history.	leaders and developing questions about them. ii. Post names of American leaders on a chart or bulletin board.
	c. Identify and explain the important concepts in the Declaration of Independence.	i. Rewrite the Preamble to the Declaration of Independence in every day language. ii. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.
	d. Understand the meaning and significance of the Articles of Confederation.	i. Create a poster describing the significance of the Articles of Confederation. ii. Create a chart listing the strengths and weaknesses of the Articles of Confederation.
	e. Identify the important concepts in the United States Constitution.	i. Compare the conflict resolution in the Constitution to individual school methods of conflict resolution. ii. Identify the purpose of the national government. Include promoting order and security, controlling the distribution of benefits and burdens of society, providing means of peaceful conflict resolutions, protecting the rights of the individual, and promoting the common welfare.
	c. Explain how the United States is a republic.	i. Invite a guest speaker to explain the representative form of government. ii. Compare and contrast our representative form of government to the English form of government.
	d. Describe the historical development of the American Flag and explain what each part of the flag means.	i. Sing the "Star-Spangled Banner" and tell the story behind the song. ii. Create a mural of the historical development of the American flag.

674. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify the three branches of government and the functions and powers of each.	i. Create an interactive bulletin board of the three branches of government. ii. Create a floor game or maze using information about the branches of the government.
	b. Distinguish between and compare responsibilities of state	i. Create a Venn diagram that show the different and shared powers between

	and national government in a federal system.	the state and federal government. ii. Debate a school issue and decide if it is the responsibility of the national government or the state to resolve it.

675. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.	i. List the basic rights and then brainstorm the students' personal responsibilities. ii. Choose one of the rights of the Bill of Rights and write a reaction paper to its elimination.
	b. Describe ways in which citizens participate in public life.	i. Visit a courthouse and talk to a judge or watch a trial. ii. Participate in a community service-project.

676. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify economic reasons for exploration and colonization.	i. Role-play Christopher Columbus's quest for financing his voyage. ii. Create a travel brochure that would entice people to move to the new world.
	b. Describe how conservation of natural resources is important.	i. Create a recycling center in the school. ii. Create a collage of wood-related products.
	c. Describe examples of improved transportation and communication networks and how they encourage economic growth.	i. Create a timeline of improvements to the transportation or communication networks. ii. Make a list of reasons why improved transportation helped the North win the Civil War.
	d. Explain the concepts of free enterprise and profit and loss.	i. Organize two classroom stores. ii. Invite a local banker to speak to the class.

677. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economics systems.	a. Know the economic policies of England that contributed to the revolt in the North American	i. Create a poster announcing the Stamp Act. ii. Write a play about the events leading

	colonies.	up to and including the Boston Tea Party.
	b. Explain the difference between a free enterprise economic system and a government controlled economic system.	

678. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.	i. Locate and label on a map of the world specific locations using lines of latitude and longitude and the compass rose. ii. Locate and label on a map of North America a variety of climates, landforms, natural resources, and bodies of water.
	b. Identify the regions of the United States and their resources.	i. Locate and label on a map the following regions in the United States: Northeast, Northwest, Southeast, Southwest, Great Lakes states, Plains states, the Mountain states, and the Pacific states. ii. Create a map key for the natural resources of the students' region.
	c. Use latitude and longitude coordinates to find specific locations on a map.	
02. Understand the migration and settlement of human populations on the earth's surface.	a. Analyze the effects of agriculture and manufacturing on settlement in the United States.	i. Describe agricultural patterns of settlement in the United States. ii. Describe manufacturing patterns of settlement in the United States.
	b. Explain the concept of the change from an agrarian society to an urbanized society.	i. Graph the changes in population that occurred over time as people left the farms for the cities. ii. Brainstorm with students reasons why people left the farms for the cities.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land has been changed by people, technology, and natural forces.	i. Invite a guest speaker to bring old photographs of the local area and compare how it looked to today. ii. Read a journal entry or description of an area by an early explorer or settler and compare it to the region today.

	b. Explain how machines and technology have affected the natural resources of the United States.	i. Compare farming in Colonial America to farming in modern America. ii. Create a Venn diagram about the differences in natural resources between colonial times and modern times.

679. -- 680. (RESERVED).

IDAHO SOCIAL STUDIES ACHIEVEMENT STANDARDS - HISTORY of HUMAN CIVILIZATION - MIDDLE GRADES

Sections 681 through 684

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

681. HISTORY OF HUMAN CIVILIZATION.

Standard -The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the processes that gave rise to the earliest human communities.	a. Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	i. Research an ancient culture as if you were an anthropologist or archeologist. ii. Construct models based on early human communities. iii. List modern artifacts archeologists might uncover 15,000 years from now.
	b. Infer from archaeological evidence the characteristics of early hunter-gatherer communities.	i. Write an account describing a day in the life of an early nomadic man or woman living in a hunter-gatherer society. Use historical evidence in this account. ii. Draw a mural depicting a day in the life of a member of an early hunter-gatherer society.
	c. Understand the relationship between civilization and a city-state.	i. Design a map of a developed civilization and its city-state(s). ii. List and make diagrams of domesticated crops used in early civilizations.
02. Understand how human communities populated the major regions of the world and adapted to a variety of environments.	a. Identify the various regions of the world that had early communities.	i. Locate areas of early civilizations on a map. ii. Research the common traits of various regions that had early civilizations and present findings to class.
	b. Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.	i. Research facts of early civilizations of the eastern and western hemispheres. ii. Role-play in class to demonstrate similarities and differences between the two hemispheres.

03. Understand that the practice of agriculture influenced the patterns of human settlement.	a. Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.	i. Create a diagram using examples of farming techniques. ii. Write a mythological story on how humans came to rely on agriculture.
	b. Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas.	i. Build and label an island showing the physical features and climate necessary to raise crops and animals. ii. List similar factors between early civilizations that promoted agricultural development.
04. Understand how natural resources and technological advances have shaped the relationships between different societies.	a. Explain how man adapted the environment for civilization to develop.	i. Brainstorm ways early civilizations adapted their environment to meet their needs. ii. Construct a model showing environmental adaptations.
	b. Identify the technological advances developed by various early societies.	i. Collect gardening tools from your local community and compare them to artifacts of ancient civilizations. ii. Invent a tool that would help in the advancement of a society.
05. Understand the political, social, and cultural causes and consequences of movements of populations.	a. Identify the factors that contributed to population movement.	i. Create a bulletin board showing the migrations of early man. ii. Participate in a simulated newscast about migration to North America.
	b. Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.	i. Produce a portfolio of ancient homes to modern homes and show how society has evolved. ii. Mold clay into ancient art forms. iii. List and compare the writing, mathematical, and scientific discoveries of early civilizations.
	c. Identify some of the major languages of the world today and identify which languages are related to one another.	i. Interview a foreign speaking person from the community. ii. Learn to count to ten in at least two similar foreign languages.
	d. Describe the role of government in population movements of early civilizations.	i. List how government(s) caused population movement and show on a map the before and after borders of empires. ii. Create your own form of government with rules and consequences that would encourage or cause population movement.
06. Understand how empire building and trade contributed to increasingly complex relations among	a. Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.	i. Role-play a meeting of great leaders from two different empires and detail the plans to increase trade between the two population centers.

peoples.		ii. Trace on a map the trade routes by sea and land between two countries. List the trade goods for each of these routes.
	b. Discuss how empires used conquest and forced labor to expand and develop.	i. Retell the story of a specific conquest. ii. Describe forced labor and give examples of its use. iii. Project how much a forced laborer would earn with today's wages.
	c. Explain the importance and levels of social classes.	i. List the circumstances for the division of social classes of a given civilization. ii. Write journal entries representing people from each social class level of an early civilization.
07. Understand the development and role of religion in early civilizations.	a. Explain how religion influenced government, culture, and technological development.	i. Dress in a costume representing an ancient religious leader. ii. Give three accounts of religious ceremonies.
	b. Discuss how religion established a code of conduct for the people.	i. Discuss an early code of conduct and its importance. ii. Write own personal code of conduct and include consequences.
	c. Explain the relationship between religion and the people's understanding of the natural world.	i. Match and align different civilization gods with their powers. ii. Describe the significance of religious ceremonies.

682. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of peoples, places, and environments on the earth's surface.	a. Locate places on maps using latitude and longitude systems and compass directions.	i. Create a map of a bedroom using a grid, symbols, and cardinal directions. ii. Give a list of coordinates to a partner so he/she is able to find a destination on a map.
	b. Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.	i. Build a puzzle and separate it into the four hemispheres, major bodies of water, and continents. ii. Create a planet listing its hemispheres, water, and continents.
02. Understand physical characteristics of different places and regions.	a. Compare and contrast physical features on the planet.	i. Describe the physical characteristics of a given region. ii. Build a model of the geographic features of a region.

	b. Explain the impact of waterways on civilizations.	i. Read stories to children about early travel water routes. ii. List and locate main waterways of Eastern or Western hemispheres.
	c. Identify characteristics of significant civilizations in world history.	
03. Understand the migration and settlement of human populations on the earth's surface.	a. Identify main reasons for major migrations of people.	
	b. Explain how climate affects human migration and settlement.	i. Graph a population disbursement chart showing population density of a given area. ii. Construct mobile showing different types of climate zones.
	c. Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.	i. Divide a continent into regions using geographical features for borders. ii. In a group present information about a region. iii. Create cultural difference flashcards and study with a partner.
	d. Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	i. Map a water and land route from one continent to another. List all ports, supplies, and cities along the way. ii. Show how goods and technology have evolved through contact with other civilization.
04. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Explain how the resources of an area can be the source of conflict between competing groups.	i. As a class debate a community issue (logging versus no logging). ii. Devise a solution that would settle conflict among competing groups.
	b. Illustrate how the population growth rate impacts a nation's resources.	i. Design a graph showing populations versus resources over time for a given region. ii. Research and gather data on population growth and compare it to the availability of resources for one or more decades. Plot results on a graph.
	c. Explain how rapid growth of cities can lead to economic, social, and political problems.	i. Compare two cities of different populations and report on the difference in consumption of natural and man-made resources. ii. Role-play a hearing to present a plan

		to the city council for an addition to the community. Include in the plan potential economic, social, and political problems and solutions.
	d. Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.	i. Brainstorm ways each student in the class can conserve resources. ii. Compare and contrast renewable versus nonrenewable resources.

683. GOVERNMENT/CIVICS.

Standard- The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Research, condense, and restate information for a specific purpose.	i. List the reasons civilizations developed in a specific area over time. ii. Write a five-paragraph research report on a suggested topic.
	b. Utilize primary and secondary sources of information to gather facts.	i. Use note cards to condense information from more than one source (encyclopedia, internet, interview). ii. Do a classroom presentation with information gathered from primary and secondary sources.
	c. Distinguish between fact and opinion.	i. Use a newspaper to find examples of fact and opinion. ii. Identify examples of fact and opinion from a given website.
02. Understand the evolution of democracy.	a. Describe the development of government.	i. Prepare a play to show how an individual becomes a governmental leader. ii. Write an editorial supporting a change from a dictatorial to a democratic government.
	b. Recognize that as a society becomes more complex so does its government.	i. Draw a pyramid outlining a society's social structure and explain its effect on government. ii. Develop a timeline or graph that demonstrates the relationship between growth in civilization and government services.
03. Understand the relationship between civic life, politics, and government.	a. Distinguish among the characteristics of city-states and feudal states.	i. Cite examples of city-states and feudal states. ii. Compare and contrast a city-state and feudal state.
	b. Contrast monarchies, democratic, and dictatorial types of	i. Draw an editorial cartoon that contrasts a democratic government

	government.	with a monarchy or a dictatorship. ii. Develop a chart that shows the merits of a monarchy, democracy, and a dictatorship.
	c. Give examples of citizen participation in political systems around the world.	i. Use media sources to find examples of a citizen's role in different types of political systems. ii. Identify the level of citizen participation in a specific government.
04. Understand the foundations and principles of the American political system.	a. Explain how democratic governments allow for individual, political, and social choices.	i. List five rights or freedoms in the American system of democracy. ii. Write a journal entry explaining why a person would immigrate to the United States.
	b. Discuss how the policies and actions of governments promote the public good.	i. Evaluate a government's role in the development of education, communication, and transportation. ii. Identify and discuss one public service project that has benefited the local community or state.
05. Understand the organization and formation of the American system of government.	a. Show how governments make and enforce laws and provide a judicial system.	i. Identify the three branches of the American government. ii. Explain how an idea becomes a law.
	b. Explain that governments are funded through taxation.	i. Prepare a graph that shows the percentage of a paycheck that goes to taxes. ii. Illustrate three ways the government uses tax revenue.
06. Understand that all citizens of the United States have responsibilities and rights.	a. Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs.	i. Create a game in which students must have a consensus on the rules. ii. Conduct a mock trial of a political refugee seeking asylum.
	b. Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.	i. Conduct a class meeting to solve a playground/school conflict. ii. Have a debate on an event that features a majority versus a minority issue.

684. ECONOMICS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications
01. Understand basic economic concepts.	a. Analyze the similarities of the needs and wants of people everywhere.	i. Develop a city-state and list the needs and wants of the people and how those needs and wants will be met. ii. Compare city-state economic needs

		and wants with modern day needs and wants.
	b. Explain how historically people have relied on their natural resources to meet their needs.	i. Design a mobile to depict the uses of the natural resources of an area. ii. Develop a chart to compare an early civilization with today showing how natural resources of an area are used.
	c. List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.	i. Create a utopian society and explain why others would want to live there. ii. Explain why people move from a rural to an urban setting.
02. Understand the concept of money.	a. Analyze the role of money as a means of exchange.	i. Compare the money system with a bartering system. ii. Identify civilizations that developed money.
	b. Describe alternative means of exchange.	i. List items individuals might use to trade for goods and services. ii. Set up a checkbook and keep track of monthly expenses.
03. Understand there are many influences on economic systems.	a. Compare and contrast the factors that promote economic growth.	i. Monitor a popular toy and graph price fluctuations around special holidays. ii. Brainstorm a list of factors that promote economic growth.
	b. Identify factors that harm an economic system.	i. Explain the impact of weather/natural disasters on an area's economy. ii. Analyze the economic effects of the movement of an industry/trade from an area. iii. List the effects of war on an economy.

685. (RESERVED).

IDAHO SOCIAL STUDIES ACHIEVEMENT STANDARDS - GEOGRAPHY – MIDDLE GRADES

Section 686

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

686. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of peoples, places, and environments	a. Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite	i. Explain map essentials (scale, grid system). ii. Evaluate merits of using specific map

on the earth's surface.	images, and models.	projections. iii. Choose appropriate maps and graphics to answer specific questions about geographic issues.
	b. Develop and use different kinds of maps, globes, graphs, charts, databases, and models.	i. Develop, use, and explain thematic maps (population, patterns, and vegetation). ii. Develop the theme of region by drawing service boundary maps (school or city boundaries).
	c. Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions.	i. Identify location of cultural hearths (Nile, Tigris-Euphrates, Huang Ho, and Indus). ii. Explain the role of major ocean currents in human settlement (North Atlantic current's influence on Western European settlement).
	d. Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.	i. Use mental maps to describe the locations of current events. ii. Compare student drawn sketch maps with atlas maps to determine accuracy of place, and location. iii. Prepare sketch maps of local community to illustrate selective themes.
	e. Analyze and explain human settlement as influenced by physical environment.	i. Analyze distribution maps to discover why people live where they do (resources, terrain, and climate). ii. Use dot distribution maps to determine the patterns of agricultural production. Draw conclusions about the reasons for the patterns based upon soil and climate.
	f. Explain patterns of land use in urban, suburban, and rural areas.	i. Analyze the consequences of urban expansion on rural communities. ii. Identify and compare land uses that are frequently near each other or apart (hotels and restaurants, schools and prisons).
	g. Explain ways places are connected and interdependent.	i. Develop timelines, maps, and graphs to show where students were born and have lived, recognizing relationships between places. ii. Develop a list of places in the world that Americans depend upon for imported resources and manufactured goods.

	h. Describe the patterns and process of migration and diffusion.	i. Trace the spread of language, religion, and customs from one culture to another. ii. Trace global migration patterns of plants, animals, and cultural traits from point of origin to destination (speed and direction of and why).
02. Understand the human and physical characteristics of places and regions.	a. Analyze the physical characteristics of places.	i. Use maps and other tools to identify and compare the physical characteristics of a place (soils, landforms). ii. Gather pictures of building styles that reflect the natural resources and hazards of particular regions. iii. Obtain old maps and photographs to gather information about physical changes (loss of forest cover, irrigated farmland) in your region over time.
	b. Analyze the human characteristics of places.	i. Use maps and other tools to identify and compare human characteristics of place (religion, language, politics, population, etc.). ii. Use maps to make inferences about the causes and effects of change over time (urban growth).
	c. Identify and analyze how technology shapes the human and physical features of a place.	i. Analyze effects of technology on places (railroads in the 19th century, irrigation in the Magic Valley). ii. Explain how isolated communities have been changed by technology (satellite dishes, internet).
	d. Identify the criteria used to define types of regions.	i. List examples of spatial regions (hemispheres, continents). ii. Determine the relationships between physical and human characteristics of a region (sunbelt's climate and destination for retired people). iii. Discuss the impact of regional labels such as Idaho "The Potato State."
	e. Evaluate characteristics of places and regions from a variety of points of view.	i. Role-play a local zoning controversy. ii. Develop a format for a talk radio show where people from various professions discuss the use of a region's resources.
	f. Understand the effects of technology on cultural groups' perceptions of places and regions.	i. Trace the growth of the Magic Valley by considering the impact of irrigation in this arid region. ii. Consider how technology has changed cultures (snowmobiles and the Inuit).

	g. Explain how culture influences people's perceptions of places and regions.	i. Give examples of how religions impact land use practices (Native American land use practices versus Christian concept of Manifest Destiny). ii. Evaluate examples of advertising designed to influence cultural attitudes (mountain landscapes/SUVs, luxury cars/golf). iii. Find examples of immigrant groups in the United States retaining customs of their home countries.
03. Understand the physical processes that shape and change the patterns of the earth's surface.	a. Correlate physical geography and climatic conditions.	i. Build a three-dimensional climate map of a region relative to latitude, longitude, and altitude. ii. Create a plan for an expedition between two places, including mode of travel, appropriate clothing, and food necessities.
	b. Explain functions and dynamics of ecosystems.	i. Build a food chain diagram. ii. Identify changes in the local ecosystem resulting from human intervention (changing creek bed-route to accommodate population living space).
	c. Use physical processes to explain patterns in the physical environment.	i. Build a replica of the "Ring of Fire" that demonstrates the patterns of earthquake zones and volcanic activity. ii. Research animals of the Australian continent to show why their uniqueness is led by their physical location.
	d. Analyze physical patterns in terms of what created them.	i. Analyze climate graphs for selected places and suggest reasons for similarities and differences in climates. ii. Design a poster that compares two regions of the world that have similar physical features.
	e. Use knowledge of physical system changes such as seasons, climate, weather and the water cycle to explain phenomena.	i. Research all aspects of a particular region (tropical rain forest, arid). Write a guidebook for a tourist in that area including animals, flora, and appropriate travel items. ii. Study the pros and cons of deforestation in Southeast Asia and South America and debate issues and solutions.

	f. Explain how an earth-sun relationship affect the earth's physical processes and creates physical patterns.	i. Use diagrams and maps to describe ways in which the sun's position with respect to the tilt of the earth affects seasons. ii. Explain the patterns of monsoon rainfall as a result of changing earth-sun relationships.
04. Understand the migration and settlement of human populations on the earth's surface.	a. Analyze the ways groups, societies, and cultures address human needs and concerns.	i. Role-play the processing of different immigrant groups through Ellis Island. Discuss cultural characteristics exhibited. ii. Plan a multicultural fair sharing food, games, and crafts from the many cultures of the local region.
	b. Explain migration streams over time.	i. Research the spread of the Inca Empire caused by the depletion of natural resources. ii. Compare the causes and effects of the movement of the Mongols across Asia into Europe in the 13th century and Chinese workers into western North America in the second half of the 19th century.
	c. Describe ways in which human migration influences character of a place.	i. Debate "European colonization in Africa" (apartheid South Africa). ii. Compile a series of photographs of buildings, structures, or statues that illustrate a cultural influence (mission style in California).
	d. Analyze the population characteristics of places to explain population patterns.	i. Create population pyramids for different countries and organize them according to similarities. ii. Use statistics to create population density maps for different countries or regions and suggest reasons for the population patterns evident on the maps.
	e. Describe the structure of different populations through the use of key demographic concepts.	i. Chart the life of a Mexican boy from his rural village to Mexico City in search of employment. ii. Trace the movement of immigrant groups to the United States since the end of the Vietnam conflict.
05. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze the consequences of human changes to the physical environment.	i. Describe the environmental effects of human actions in the areas of ozone depletion, global warming, deforestation, reduction in bio-diversity, acid rain, water and air pollution, and development of

		wetlands. ii. Select a local river on which to construct a dam. List the changes that would result and discuss the consequences.
	b. Explain ways in which human-caused changes in the environment in one place can cause changes in other places.	i. Show how a factory's air emissions will impact downwind communities in the form of acid rain. ii. Explain the effect of agricultural pesticides used in Eastern Idaho on water in Snake River communities. iii. Explain how dams on the Columbia River system affect Idaho's Chinook Salmon ecosystem.
	c. Identify and analyze the role of technology in changing the physical environment.	i. Compare and contrast nuclear power plants and the waste storage issues with water generated systems like those of the Hell's Canyon Dam system. ii. Describe the use of modern tilling equipment and techniques in expanding agricultural production.
	d. Analyze ways in which humans respond to their physical environment.	i. Collect information and write vignettes about how peoples' lives have been influenced by environments like the Plateau of Tibet, Russia's Siberia, Alaska's Bush, Africa's Sahara, or Australia's Outback. ii. Compare population distribution maps to waterway locations. Give examples of what is taken into account when people decide where to live.
	e. Examine the effects of natural hazards on human systems.	i. Describe the effects of drought on populations in African nations like Sudan or Ethiopia. ii. Map natural hazards to their common locations. Chart loss of life, economic impact, social effects, and long-term influence. Include tornadoes, hurricanes, typhoons, tsunamis, earthquakes, and volcanoes.
	f. Analyze world patterns of resource distribution and use.	i. Map the world patterns of such resources as natural gas, petroleum, coal, gold, diamonds, silver, and copper. Compare the standard of living between countries that produce to those that consume. ii. Relate conflicts between regions and countries to competition for resources (the 1991 invasion of Kuwait by Iraq).

	g. Identify the role of technology in acquiring resources.	i. Research open-pit gold mining in the Owyhees. ii. Collect and display satellite images used to locate petroleum reserves.
	h. Develop plans for the management of resources.	i. Develop a personal plan to conserve water and to recycle trash. ii. Examine the development of alternative energy sources such as solar power.
06. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Describe ways in which the spatial organization of society changes over time.	i. Map the movement of Americans west from the 1840s through the 1950s. ii. Interview members of your community who were not born in the United States and chart their origins.
	b. Assess the role that environmental perceptions play in past events.	i. Explain how differing perceptions of resources have stimulated competition for natural resources (the conflicts between the Nez Perce and the gold miners and settlers during the 19th century). ii. Debate land use between cattlemen and sheepmen in the late 1800s.
	c. Analyze the effects of physical and human geographic factors on historic events.	i. Trace the human and physical conditions that led to the enslavement and forced movement of Africans to North and South America. ii. Examine the influence of the Irish potato famine on the movement of the Irish from their homeland.
	d. Describe physical features that have influenced historical events.	i. List, map, and discuss the locations of mountains that have isolated populations of people (the Basques in the Pyrenees). ii. List, map, and discuss the river valleys that have been significant in the location of civilizations (Nile, Tigris-Euphrates, Huang Ho, Indus, and Snake).
	e. Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.	i. Create maps of the rain forests and speculate at the current rate of deforestation when they could disappear. Discuss consequences of loss. ii. Evaluate the geographic impact of using nuclear power as the major energy source in the 21st century (Chernobyl).

	f. Integrate multiple points of view to analyze contemporary geographic issues.	i. Write dialogue for two people with different points of view on the same geographic issue (a wolf biologist who supports reintroduction and an elk hunter who sees it as a threat to herd populations). ii. Debate the use of Idaho's primitive area between a conservationist and a miner or logger.
	g. Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.	i. Analyze a geographic issue like removing the lower Snake River Dams in Washington State. Develop arguments for or against and recommend specific actions. ii. Describe the future organization of earth if present conditions of consumption and population growth continue.

687. –690. (RESERVED).

IDAHO SOCIAL STUDIES STANDARDS - U.S. HISTORY - MIDDLE GRADES

Sections 691 through 703

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

691. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	i. Compare and contrast population data to determine settlement patterns from early North American settlement to the Civil War. ii. Use maps, charts, and graphs to explain the economic development of the North and South prior to the Civil War.
	b. Differentiate between historical facts and historical interpretations.	i. Compare and contrast the depiction of the Crossing of the Delaware with a factual written account. ii. Read a historical fiction novel about the mountain man and compare it to the realities of the time period.
	c. Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.	i. Construct tiered timelines to show the evolution of slavery in the United States from its beginnings until the Emancipation Proclamation. ii. Create a poster that illustrates the

		development of political parties in the United States from the ratification struggle of the Constitution until the election of Abraham Lincoln.
	d. Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.	i. Pretend you are a newspaper editor. Write an editorial for your newspaper giving your opinion on President Andrew Jackson's war on the Bank of the United States. ii. Create a time capsule for future generations with artifacts, letters, diary entries, and eyewitness accounts representing both the views of the Royalist and Patriots in the Revolutionary War.

692. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.	i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. ii. Role-play a New England town meeting to find and hire a new minister.
	b. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.	i. Imagine self as colonist and list rights and freedoms they wanted. Compile class list and compare with what colonists actually had. ii. Develop an argument supporting the rights listed in the Declaration of Sentiments written at the Seneca Falls Convention.
	c. Analyze the issues surrounding centralized government versus states' rights issues.	i. Compare and contrast the government created by the Articles of Confederation and the government created by the United States Constitution. ii. Conduct a mock debate over ratification of the Constitution. Opposing sides would represent the federalists and the anti-federalists points-of-view.
	d. Provide and evaluate examples of social and political leadership in early American history.	i. Develop a chart showing the differences between Alexander Hamilton's and Thomas Jefferson's views of democracy. ii. Select an American leader during The Great Awakening who effected

		significant social change and write a short defense of your choice.
	e. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/ political rights	i. Write a journal describing in the first person the relocation of the Cherokee people along the Trail of Tears. ii. Analyze the voting criteria established by each of the original Thirteen Original Colonies.

693. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Trace the spread of early human societies and the rise of diverse cultures in the United States.	i. Debate the various theories on who the earliest human beings on the North American continent where and how they came to be there. ii. Create or complete a map that shows the major Native American cultural regions at the time of European exploration of the North American continent.
	b. Identify significant countries and their roles and motives in the European exploration of the Americas.	i. Create a cause and effect chart for the Spanish exploration of the Americas. List the events and conditions that led to and resulted from exploration. ii. Compare and contrast English and French motives for exploration of North American and the consequent impact on native people.
	c. Analyze and describe the interactions between native peoples and the European explorers.	i. Imagine you are a Native American living in California who meets Father Junipero Serra and is then converted to the Catholic faith. Describe how your life changes. ii. Research the advent of the horse in North America and list the ways the horse changed the way of life of the Plains Indians.
	d. Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.	i. Make a tiered timeline showing the progression of settlements in North America, the significant countries or people involved in their settlement, and the reasons for the settlement. ii. Reenact the trial of Anne Hutchinson.
	e. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Create a map showing the route of Lewis and Clark, geographic features, Native American nations, and prior claims of European countries.

		ii. Write an essay describing United States policies that, if altered, could have avoided The Alamo.
	f. Know the factors that contributed to western expansion in the United States in the early 1800s.	i. Debate the benefits to the United States of the Monroe Doctrine and the future expansion of the United States. ii. Prepare and give a speech to Congress explaining how the Louisiana Purchase is important to the goal of the Manifest Destiny.

694. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.	i. Using historical information, select a European country and write a skit demonstrating why a family should immigrate to America. ii. Develop a historical outline map indicating where the various Europeans settled in North America and their reasons for this settlement.
	b. Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.	i. Complete a map showing the triangular trade between Europe, Africa, and the Americas. Identify the various cargoes and their origins and destinations. ii. Design a poster that shows the reasons why the North used indentured servants and the South incorporated slavery.
	c. Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.	i. Make a chart listing various migrating groups showing where they settled, reasons for moving, and the development of communities as a consequence of their migration. ii. Write a letter to family members left behind in the East convincing them to journey on the Oregon Trail and join the rest of the family in Oregon. Use historical research as a basis for this letter.
	d. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.	i. Develop an advertising brochure designed to convince people to move west using the theory of Manifest Destiny as part of the argument. ii. Describe the impact of the United States government's land policy on settlement patterns of the United

		States.

695. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.	i. Role-play an assembly line production system and then explain how that differs from being a master craftsman. ii. List the inventions of famous American inventors and explain how they had an impact on the American economic system (some suggestions: Samuel Slater, Eli Whitney and Robert Fulton).
	b. Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.	i. Develop an electronic presentation detailing the history of transportation in the early United States through the Civil War. ii. Develop a chart that demonstrates the time it took to travel from Kansas City to the west coast using various modes of transportation and explain why that was significant.

696. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Analyze the causes and consequences of the French and Indian War (Seven Years' War).	i. Write two speeches, one English viewpoint and one French viewpoint convincing the Native Americans to become allies in the French and Indian War. ii. Design a recruitment poster to enlist soldiers to fight on your side during the French and Indian War.
	b. Identify and analyze the causes and consequences of the Revolutionary War.	i. Debate whether or not to declare independence from England. ii. Write an essay describing the economic problems of the new United States following the Revolutionary War. In your essay solve the nation's money problems based on historical research.
	c. Identify and analyze the causes and consequences of the War of 1812.	i. Compare and contrast reasons for the Revolutionary War and the War of 1812. ii. Write a newspaper article describing

		the burning of Washington, the nation's capital, during the War of 1812.
	d. Explain how the westward migration impacted Native Americans.	i. Identify and evaluate a specific example of forced relocation of Native Americans, for example, the Trail of Tears. ii. Analyze the Northwest Ordinance in relation to Native American policy and cite examples of violations.
	e. Identify and analyze the causes and consequences of the Civil War.	i. Compare the economic, social, and cultural differences between the North and the South prior to the Civil War and explain how those differences led to armed conflict. ii. Role-play a discussion between two family members who have chosen different sides in the war.
	f. Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.	i. Write a newspaper article covering Lincoln's Gettysburg Address. ii. Describe Sherman's March to the sea and its lasting impact upon the South.

697. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know the different cultural and social influences that emerged in the North American colonies.	i. Create a pie graph showing the ethnic origin and the great ethnic and cultural diversity of the colonies in 1775. ii. Organize an exposition where all thirteen colonies are represented and their various cultural and social diversities are displayed.
	b. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.	i. Write a song that depicts the contributions and struggles of a particular minority group. ii. List five factors that helped in the assimilation process and five that made it difficult.
	c. Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.	i. Make a list of common traits, beliefs, and characteristics of an American and write a poem using this list. ii. Write a 4th of July oration of what it is to be an American.

	d. Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.	i. Research the U.S. Constitution, find where slavery is addressed, and explain how the recognition in the Constitution influenced the role of slaves in American society. ii. Stage a debate between abolitionists and proponents of slavery in the presidential election of 1860.

698. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.	i. Write a letter from King John in 1215 describing to his brother what the Magna Carta did to alter the kingship of England. Base the letter on historical research. ii. Develop a petition representing the ideas set forth in the Mayflower Compact and seek the signatures of 41 people.
	b. Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.	i. Write a brief opinion statement identifying which part of the Bill of Rights is most important and why. ii. Rewrite the Declaration of Independence in modern day language. Display this work on the class bulletin board.
	c. Identify fundamental values and principles as expressed in significant writing and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.	i. Develop a poster, using a variety of materials, which exemplifies the fundamental values upon which the United States system of government was established. ii. Research the history of Lincoln's writing of the Gettysburg Address and report to the class.
	d. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.	i. Research and share a current event or issue that demonstrates a fundamental right, guaranteed by the Constitution that is in conflict today with certain segments of American society. ii. Interview a city leader in the community about the concept of individual rights versus the common good.

699. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Explain how the executive, legislative and judicial powers are distributed and shared among the three branches of national government.	i. Create a chart showing the three branches of government and how the powers are distributed and shared among them. ii. Role-play a member of congress and argue why the powers of the president should be reduced (or expanded). Base all arguments of careful research.
	b. Know how and why powers are distributed and shared between national and state governments in the United States.	i. Develop a chart that shows the shared powers (taxation, regulated voting) the functions commonly exercised by state governments (education, law enforcement, health, highways) and those powers prohibited to state governments (foreign affairs, coining money, raising an army).

700. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.	i. Dramatize a colonial village and include the ways the colonists volunteered to help one another. ii. Prepare a newspaper article that features citizens from the colonial village who are deserving of special recognition for good citizenship.
	b. Explain the relationship between individual freedom and personal responsibility in the United States.	i. Role-play a first amendment right that is being challenged by a segment of society. ii. List the pros and cons of gun control in the United States.
	c. Describe ways in which citizens can participate in public life.	i. Conduct a mock trial where different members of the group take on the role of judge, prosecutor, defense attorney, defendant, witnesses, and the media. ii. Develop a list of ways a person can volunteer in the community.

701. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Describe the economic characteristics of colonialism.	i. Develop a visual that shows the routes taken colonial merchants who participated in the Triangular Trade

		and explain what goods were transported on each leg of the triangle. ii. Research and write a report on mercantilism.
	b. Know the economic motivations for the constant expansion of the western border of the United States.	i. Describe the competition between the Hudson Bay Company and the Northwest Fur Company and how the control of fur trapping areas was meant to control settlement. ii. Create an ad for an eastern newspaper enticing people with free land in the Oregon Country.
	c. Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.	i. Research and then display on a chart the goods the South was dependent on the North for providing. ii. Make a museum display about growing cotton that includes a map showing where cotton was grown in the United States in the mid 1800s.

702. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economics systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.	i. Develop a poster informing the colonists of the new taxes being imposed by Britain in the 1760s. ii. Write an editorial for the newspaper opposing taxation without representation.
	b. Explain the role of government policy in the economic development of the United States.	i. Complete a classroom simulation on the following: The community needs a new bridge across the river. Determine who will pay for the bridge, where will the money come from, who will be employed to build the bridge. ii. Make a chart that shows the goods and services provided to the population of the country by the government, both state and federal.

703. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases and models.	i. Use databases to gather census data, land-use data and topographic information to explain the distribution of people in the United

		States during the 19th century. ii. Develop a model of the 13 original colonies showing the major geographic features of the land.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Describe ways in which human migration influences character of a place.	i. Examine the culture of the American West. ii. Compare and contrast the lifestyles of Northerners and Southerners in the decade preceding the Civil War.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze ways in which humans respond to their physical environment.	i. Collect data on climate, land-use and population distribution in the original 13 colonies looking for similarities and differences. Speculate as to why certain regions supported certain activities. ii. Develop a map showing the major river ways used by early Americans, early dams and modes of transportation on the river ways.

704. -- 705. (RESERVED).

IDAHO SCIENCE PERFORMANCE STANDARDS KINDERGARTEN

Sections 706 through 716

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

706. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand concepts and processes of evidence, models, and explanation.	a. Explore the concepts of observation and data collection.	i. Pumpkin exploration activities, including comparison. ii. Apple exploration activities, including comparison. iii. Weather observation, comparison, and data collection.
	b. Explore and use various models.	i. Globe. ii. Mouth model. iii. Centers (blocks, clay).
02. Understand constancy, change, and measurement.	a. Explore changes.	i. Illustrate the way individuals appeared as a babies, kindergartners, and the way they think they will look as adults. ii. Cooking activities. iii. Color blending.
	b. Measure in non-standard units.	i. Measure objects in the classroom using: linking cubes, ribbons, string, one-inch cubes, and unit blocks. ii. Comparing height of other children to themselves.
03. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Understand the concepts of yesterday, today, and tomorrow.	i. Daily calendar activities. ii. Counting down to holidays or special events.

707. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Make observations.	i. Weather observations. ii. Smother candle flame in a jar. iii. Describe classroom pets.

	b. Use various tools to gather information.	i. Use of magnifying glasses, tweezers, eyedroppers, and scale. ii. Use the five senses to gather information.
	c. Communicate observations.	i. Draw a picture of which objects sink and which objects float. ii. Dictate a passage to an adult to explain why a duck is a good swimmer.

708. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure and function of matter and molecules and their interactions.	a. Use senses to explore and describe matter.	i. Mystery sack or surprise box to describe what is inside. ii. Closed-eye taste or smell test.

709. CELLULAR AND MOLECULAR CONCEPTS.

No standards of Cellular and Molecular Concepts apply at this grade level.

710. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

No standards of Interdependence of Organisms and Biological Change apply at this grade level.

711. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Recognize the difference between living and non-living things.	i. Discover the needs of living things, such as food, water, air, and shelter. ii. Sort pictures of living and non-living items. iii. List difference of living and non-living items found in the classroom.

712. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Observe and identify the four seasons.	i. Learn the terms fall, winter, spring, and summer. ii. Use appropriate colors to draw a picture of each season. iii. As a yearlong bulletin board display, dress a paper bear in clothing appropriate for daily weather.

02. Understand geo-chemical cycles and energy in the earth system.	a. Observe different weather conditions.	i. As you are dressing your weather bear, discuss the different weather conditions.

713. TECHNOLOGY

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Distinguish between natural objects and objects made by humans.	i. Tree versus pencil. ii. Rock versus airplane.
	b. Recognize that people have invented tools for everyday life and for scientific investigations.	i. Classroom walk outside to find natural objets; classroom walk inside to find objects made by humans. ii. Use various writing tools (technological) and discuss their differences, (pencil, chalk, brush, charcoal, markers, mechanical pencil, and computer word processor).
	c. Use available technology.	i. Computerized reading program or other computer learning aids.

714. HISTORY OF SCIENCE.

No standards of History of Science apply at this grade level.

715. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Observe and discuss characteristics of the local environment.	i. Take a walk around the school and observe the physical characteristics of surrounding environment.
02. Understand the importance of natural resources and the need to manage and conserve them.	a. Explore the concept of recycling.	i. Collect aluminum cans and art scraps. ii. Visit a recycling plant.
	b. Discuss the conservation of natural resources.	i. Forests. ii. Water. iii. Use children's literature to illustrate concept.

716. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Learn appropriate cooperation and interaction skills.	i. Provide opportunities and settings for the students to work together.
02. Understand technical communication.	a. Understand and follow instructions.	i. Follow a two-step direction. (Push in chair and line up.) ii. Place partners on opposite sides of a barrier. Have one partner build a train of linking cubes and verbally direct a partner to build it.

717. – 719. (RESERVED).

IDAHO SCIENCE ACHIEVEMENT STANDARDS GRADE 1

Sections 720 through 730

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

720. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand concepts and processes of evidence, models, and explanation.	a. Explore the concepts of observation and data collection.	i. Daily weather graph. • predict • observe • record ii. Observe metamorphosis of insects and record observations.
	b. Explore and use various models.	i. Plant model. ii. Animal model.
02. Understand constancy, change, and measurement.	a. Understand that changes occur and can be measured.	i. Measure a plant's growth daily and discuss its changes. ii. Observe the three states of matter (ice cube, water, water vapor). iii. Bake a cake and observe physical changes.
	b. Measure in both the standard and non-standard units.	i. Measure your desk in inches and using hands. ii. Measure the room using the students' shoes. iii. Use a balance scale to weigh different objects. iv. Use a melting ice cube to measure time. v. Using different containers, find out

		how many scoops are needed to fill each container.
03. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Understand the concepts of past, present, and future.	i. Draw a picture of yourself as a baby, at the present, and how you will look at 100. (Good 100-day activity.) ii. What did the world look like when the dinosaurs were here? What does it look like now? What will it look like in 100 years?
04. Understand concepts of form and function.	a. Identify shape and use of objects.	i. Play an animal matching game. • match mouths to diet • match feet to habitat • match body type to land, air, and water ii. Build a new animal. • choose a head • choose feet • choose body • Put pieces together and name new animal. Describe where it might live and what it might eat. iii. "Project Learning Tree," Birds and Worms.

721. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Brainstorm questions that can be investigated.	i. How does a flashlight work? ii. Why do leaves fall? iii. What will a magnet stick to? iv. Estimation activity.
	b. Make observations.	i. Discover what would happen to a seed that is planted under different conditions (without water, without light). ii. Use five senses to determine what is in a container.
	c. Use various tools to gather data.	i. Given an assortment of tools, students will choose the appropriate tool(s) to measure an object.
	d. Explore information and evidence.	i. Class discussion. ii. Graphing.
	e. Use observations to make guesses.	i. Combine vinegar with another substance and predict what would happen (sugar, baking soda). Have class discussion. ii. Discriminate among flour, sugar, salt,

		baking powder, baking soda. iii. Use observations to make predictions about tomorrow's weather.
	f. Explore alternative solutions.	i. Brainstorm alternate methods and tools that could be used to verify prediction. ii. Use suggested alternate methods to verify previous outcome.
	g. Communicate observations.	i. Use logs, journals, pictures, and/or oral discussions to communicate observations.

722. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure and function of matter and molecules and their interactions.	a. Use senses to explore and describe matter.	i. Mystery sack or surprise box to describe what is inside. ii. Describe smells from extracts placed in film canisters or balloons. iii. Hearing experiment.
	b. Explore matter as a solid, liquid, or gas.	i. Compare and contrast different items in classroom and outdoor environment. ii. Create ooblick using cornstarch and water. Discuss properties. iii. Using pictures, create a collage of solids, liquids, and gases.
	c. Recognize that matter can change states (solid, liquid, gas).	i. Gelatin jigglers. ii. Ice cube, water, steam. iii. Tin-can ice cream.
02. Understand concepts of motion and forces.	a. Explore the position and motion of objects.	i. For instance, front, back, up, down, under, over, between, left, right, forward, backward, fast, slow.
	b. Explore different forms of energy such as sound and light.	i. Solar cooking. ii. Wind mills. iii. Water wheels. iv. Pop bottle filled with different levels of liquid.

723. CELLULAR AND MOLECULAR CONCEPTS.

No standards of Cellular and Molecular Concepts apply at this grade level.

724. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the theory of biological evolution.	a. Observe and explore the characteristics of plants and animals and their basic needs.	i. Using literature, learn about different animals that have adapted such as the Arctic Fox, animals on the Galapagos Islands, and the snowshoe hare. ii. Using videos, learn about different plant and animal adaptations.
	b. Sort animals into wild and domestic categories.	i. Sort plastic animals into groups, for instance, farm, water, zoo, circus, or pets. ii. Use magazine pictures to graph appropriate and inappropriate pets. i. Grouping pictures of animals in their environment/land, air, and water. ii. Grouping pictures of animals according to how they interact with humans, for instance, farm animals, circus animals, pets, and zoo.

725. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Recognize that plants need sun, air, water, soil, and space and that all animals require food, water, air, shelter, and room to survive.	i. Conduct various experiments depriving plant of essential needs, for instance, "Project Learning Tree," How Plants Grow. ii. Coat a few plant leaves with petroleum jelly to deprive the leaves of air. iii. Learn about different systems that keep a tree alive, for instance, "Project Learning Tree," Tree Factory. iv. Identify the components of a habitat and the basic need for them, for instance, "Project Wild," Habitat Lap Sit Activity. v. Caring for a classroom pet. vi. Choose an animal and create a diorama or mobile of that animal in their habitat keeping in mind their needs.

726. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Identify the four seasons and their characteristics.	i. Study the cycle of a tree through the four seasons. ii. Draw a picture of a tree depicting its appearance through all four seasons.

		iii. As a yearlong bulletin board display, decorate a deciduous tree according to the season.
02. Understand geo-chemical cycles and energy in the earth system.	a. Understand the characteristics of different weather conditions.	i. As you are graphing your weather, discuss the different characteristics of the weather.

727. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Distinguish between natural objects and objects made by humans.	i. Tree versus pencil.
	b. Recognize that people have invented tools for everyday life and for scientific investigations.	i. Pose a situation and discuss what tools would be needed. ii. Use and experience tools.
	c. Use available technology.	i. Use computers and calculators.

728. PERSONAL AND SOCIAL PERSPECTIVES.

Standards - The student will;	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify the characteristics of the local environment.	i. Take a walk outside and observe the physical characteristics of surrounding environment. ii. Draw picture of observation. iii. Construct a class model using different materials.
02. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the concept of recycling.	i. Participate in a recycling program. ii. Create a recycled art project. iii. Create a compost tub using worms. iv. Bury garbage that includes organic and inorganic materials. Dig up and check weekly.
	b. Understand the conservation of natural resources.	i. Plant trees. ii. Make posters to remind people to conserve the natural resources. iii. Use literature, for instance, "The Lorax," "The Great Kapok Tree," "Just a Dream."

729. HISTORY OF SCIENCE.

No standards History of Science apply at this grade level.

730. INTERDISCIPLINARY CONCEPTS.

Standards - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Learn appropriate cooperation and interaction skills.	i. Divide puzzle pieces into four envelopes. Give each member of a four-person team an envelope. The team then assembles a puzzle.
02. Understand technical communication.	a. Understand and follow instructions.	i. Use pattern blocks. Let students verbally direct each other to duplicate the design. Place students back to back. ii. Use a listening page.

731. -- 732. (RESERVED).

IDAHO SCIENCE ACHIEVEMENT STANDARDS GRADE 2

Sections 733 through 743

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

733. UNIFYING CONCEPTS OF SCIENCE.

Standards - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand concepts and processes of evidence, models, and explanation.	a. Explore the concepts of observation and data collection.	i. Observe the development of a caterpillar, keep journal, make predictions, and record findings.
	b. Explore and use various models.	i. Water cycle. ii. Food pyramid. iii. Habitats. iv. Connecting blocks.
02. Understand constancy, change, and measurement.	a. Understand that changes occur and can be measured.	i. Predict, measure, monitor, and record student's growth throughout the year.
	b. Measure in both the standard and non-standard systems.	i. Student's growth log. ii. Keep plant journal. iii. Pilgrim House (make a life-size model using masking tape to outline house dimensions and interior furnishings).
03. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Understand the concepts of past, present, and future.	i. Timeline (family tree, personal history). ii. "What if" discussions: technology/inventions; what if electricity had not been discovered? iii. Plant experiments (monitor changes under different conditions [dark, under watered, over watered, no soil]). iv. Food preservation process.

04. Understand concepts of form and function.	a. Identify, share, and use objects.	i. Research birds to learn why they have different beaks or feet. ii. Write a story about why animals have certain characteristics, for instance, webbed feet, flat tails, claws, fangs.

734. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Brainstorm questions that can be investigated.	i. Scientific experiments that stimulate students to ask questions: • grow mold under different conditions • magnetism with various materials • carnation with split stem in colored water
	b. Make observations.	i. Germs in a petri dish. ii. Alka-Seltzer rockets.
	c. Use various tools to gather information.	i. Given an assortment of tools, students will choose the appropriate tool(s) to measure and weigh an object and record data.
	d. Explore information and evidence.	i. Analyze data by: • graphing • class discussion
	e. Use observations to make guesses.	i. Explain why the tool chosen was the most appropriate one.
	f. Explore alternative solutions.	ii. Discuss alternate methods and tools that could be used to achieve the same or more accurate results.
	g. Communicate observations.	i. Present data. ii. Compare results.

735. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure and functions of matter and molecules and their interactions.	a. Know that objects have combinations of properties.	i. Identify objects and two or more of their properties (color, harness, size, shape, texture, smell).
	b. Classify matter as a solid, liquid, or gas.	i. In small cooperative teams have students identify various examples of each state of matter.

	c. Recognize that matter can change states (solid, liquid, gas).	i. Melting/hardening chocolate. ii. Raw versus boiled egg.
02. Understand concepts of motion and forces.	a. Explore the position and motion of objects.	
	b. Explore different forms of energy such as sound and light.	

736. CELLULAR AND MOLECULAR CONCEPTS.

No standards Cellular and Molecular Concepts apply at this grade level.

737. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the theory of biological evolution.	a. Observe and explore the life cycles of plants and animals and their basic needs.	i. Plant a seed and monitor its growth. ii. Hatch an egg. iii. Caterpillar. iv. Tadpoles. v. Classroom animal visits.
	b. Recognize that animals live in different habitats for which they are suited.	i. Take a field trip to a nature conservancy or a zoo. ii. Watch videos and discuss different habitats. iii. Create a habitat in your classroom by adding animals that would live there. Observe different habitats (ant farm, aquarium, beehive).

738. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Recognize that plants need sun, air, water, soil, and space and that all animals require food, water, air, shelter, and room to survive.	i. Classroom pet. ii. Food pyramid.

739. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the	a. Identify the four seasons and their characteristics.	i. Study the cycle of a tree through the four seasons. ii. Draw a picture of a tree depicting its

universe and earth systems.		appearance through all four seasons. iii. As a yearlong bulletin board display, decorate a deciduous tree according to the season.
02. Understand geo-chemical cycles and energy in the earth system.	a. Explore evaporation and precipitation.	i. Using a wet paper towel, wipe a chalkboard or desk and determine where the water goes. ii. Hang wet paper towel to dry. Discuss observations. iii. Go outside in the rain and discuss where rain comes from.

740. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Distinguish between natural objects and objects made by humans.	i. Tree versus pencil.
	b. Recognize that people have invented tools for everyday life and for scientific investigations.	i. Do an activity with and without a tool and determine which task was easier. ii. Invent a tool to complete a task.
	c. Use available technology.	i. Use the internet as a research source. ii. Use a microscope and magnifying glass.

741. PERSONAL AND SOCIAL PERSPECTIVIES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify the characteristics of the local environment.	i. Make a map of the school, town, etc. ii. Make a model of the town out of milk cartons and cereal boxes.
02. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the concept of recycling.	i. Start a classroom/school recycling program. ii. Field trip to a recycling center. iii. Make your own recycled paper.
	b. Understand the conservation of natural resources.	i. Guest speakers from various natural resource and conservation professions. ii. Measure classroom and home resource use (how much water to wash hands, brush teeth, drinking).

03. Understand different uses of technology in science and how they affect our standard of living.	a. Identify examples of technologies used in scientific fields.	i. Internet. ii. Microscopes/telescopes. iii. Radio, telephone, television.

742. HISTORY OF SCIENCE.
No standards of History of Science apply at this grade level.

743. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Learn appropriate cooperation and interaction skills.	i. Group activities where each student is given a particular task.
02. Understand technical communication.	a. Understand and follow instructions.	i. "Telephone game" variation - students in groups. One member of each group receives an instruction to relate to the rest of the group. When the group is finished with that instruction, the next member receives another instruction.

744. -- 745. (RESERVED).

IDAHO SCIENCE ACHIEVEMENT STANDARDS GRADE 3

Sections 746 through 756

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

746. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand systems, order, and organization.	a. Understand that a system is an organized group of related objects that form a whole.	i. Discuss how animals and plants rely on one another for oxygen/carbon dioxide. ii. Act out how the particular system works. iii. Sample systems: aquarium, bicycle, body.
02. Understand concepts and processes of evidence, models, and explanation.	a. Develop skills in observation and data collection.	i. Adopt-A-Tree: predict, observe, and record changes throughout the year. ii. Any simple experiment that will allow changes in variables (bread mold, Alka-Seltzer rocket, petri dish).
	b. Develops and/or use models to explain how things work.	i. Make a model of the solar system. ii. Make a model bridge and test how

		much weight it can support.
03. Understand constancy, change, and measurement.	a. Understand that changes occur and can be measured.	i. Track the sun. Measure or trace shadows throughout the day. ii. Plant a seed and measure its daily growth. iii. Record and predict the daily temperature.
	b. Measure in both the standard and metric systems.	i. Measure temperature in Fahrenheit and Celsius. ii. Measure classroom items (perimeter and area).
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Understand the relationships among the past, present, and future.	i. Water cycle. ii. Rocks. iii. Fossils.
05. Understand concepts of form and function.	a. Discover the relationship of shape and use.	i. Create a creature to survive in a particular environment/habitat.

747. **CONCEPTS OF SCIENTIFIC INQUIRY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Identify questions that can be answered by conducting scientific tests.	i. Scientific experiments that stimulate students to ask questions, for example, building structures (tower).
	b. Conduct scientific tests.	i. Build a tower with toothpicks and marshmallows to see how high it can be built. ii. Build a structure using blocks.
	c. Use appropriate tools and techniques to gather and display data.	i. Given an assortment of tools, students will choose the appropriate tool(s) to measure and weigh an object and record data.
	d. Use data to construct a reasonable explanation.	i. Analyze data by: • graphing • class discussion
	e. Make simple predictions based on data.	i. Explain why the chosen structure design was the most appropriate one.
	f. Recognize alternative explanations.	i. Discuss alternate methods and designs that could be used to achieve more successful results.

	g. Communicate the results of tests to others.	i. Share design with the class. ii. Compare results. iii. Use design and results in a science fair.

748. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure and function of matter and molecules and their interactions.	a. Use simple instruments to measure properties.	
	b. Explore the properties of solids, liquids, and gases.	i. Freeze water, melt the ice, and then boil the water. ii. Raisins in carbonated water/soda (submarines). iii. Baking soda and vinegar in bottle with expanding balloon.
	c. Know that heating and cooling can cause changes of state in common materials.	i. Grow crystals. ii. Boil an egg. iii. Melt chocolate. iv. Conglomerate cooking (pancakes with chocolate chips).
02. Understand concepts of motion and forces.	a. Investigate the effect of pull/push on the motion and direction of objects.	
	b. Explore different forms of energy such as heat.	
	c. Explore and investigate the six simple machines.	i. Use simple machines to do work and determine which machine is more appropriate for each task. ii. Complete class experiments using pulleys, leavers and fulcrums, incline planes, wheels, gears, and screws.

749. CELLULAR AND MOLECULAR CONCEPTS.

No standards of Cellular and Molecular Concepts apply at this grade level.

750. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the theory of biological evolution.	a. Observe and explore the life cycles of plants and animals and their basic needs.	

	b. Identify the classes of animals: mammals, reptiles, birds, fish, and amphibians.	i. Picture collages. ii. Class art display representing animal classes.

751. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Understand that living systems require energy from food to survive.	i. Classroom pets. ii. Plant experiment (fertilized, not fertilized, watered, not watered). iii. See "Project Wild," "Project Wet," and "Project Learning Tree" Activities.

752. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the universe and Earth systems.	a. Recognize the components of the solar system.	i. Make a model of the solar system. ii. Use the internet to view images from Mars's probes.
02. Understand geo-chemical cycles and energy in the earth system.	a. Recognize the water cycle and its relationship to weather.	i. Make a cloud chamber. ii. Make a simple working model of the water cycle.

753. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Distinguish between natural objects and objects made by humans.	i. Explore the history of the microscope, telescope, telephone, computer, and how advances in technology has improved the device. ii. Tree versus pencil.
	b. Recognize that people have invented tools for everyday life and for scientific investigations.	i. Choose an invention, write about the inventor, and describe any advances that have improved the invention and everyday life.
	c. Use available technology.	

754. PERSONAL AND SOCIAL PERSEPECTIVES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify issues in the local environment.	i. Collect newspaper and magazine articles. ii. Make a current issue's bulletin board. iii. Discuss issues and possible solutions. iv. Write a letter to government representatives or the newspaper.
02. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the concept of recycling.	i. Participate in a recycling program. ii. Field trip to a recycling center. iii. Make your own recycled paper. iv. Build a compost pile. v. Make things (planters, bird feeders, mobiles, toys) using recyclable materials.
	b. Understand the conservation of natural resources.	i. Measure classroom and home resource use (how much water to wash hands, brush teeth, drinking). ii. Guest speakers from various natural resource and conservation professions. iii. Write a story about what might happen if natural resources ran out. iv. Collect uneaten food for a day/week and measure its weight.
03. Understand different uses of technology in science and how they affect our standard of living.	a. Identify examples of technologies used in scientific fields.	i. Brainstorm what technologies are used in a particular field, doctor, policeman, dentist, scientist, weatherman, astronaut. ii. Guest speaker from (b) above to describe technology used. Compare brainstorm results with actual technology used.

755. HISTORY OF SCIENCE.

No standards of History of Science apply at this grade level.

756. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Know the importance of working in teams to solve problems.	i. Give a task to perform individually and as a group (putting up a tent, building a model, completing a puzzle).
02. Understand technical communication	a. Read and understand instructions.	i. Give students a simple recipe to follow and compare results.

757. – 758. (RESERVED).

IDAHO SCIENCE ACHIEVEMENT STANDARDS GRADE 4

Sections 759 through 769

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

759. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand systems, order, and organization.	a. Know that a system is an organized group of related objects that form a whole.	i. Create a model of a system using existing curriculum (electricity, space, food chain, rock cycle).
	b. Explore the muscular/skeletal and digestive systems.	i. Tell how all the different organs in the digestive system work together to digest food.
02. Understand concepts and processes of evidence, models, and explanation.	a. Develop skills in observation and data collection.	i. Collect and classify samples of igneous, sedimentary, and metamorphic rocks. ii. Observe and draw the phases and positions of the moon over a period of time.
	b. Develop and/or use models to explain how things work.	i. Create a solar system model and explain moon phases (eclipses, orbits). ii. Create a model of a system using existing curriculum (electricity, space, food chain, rock cycle).
	c. Develop skills to create scientific explanations based on scientific knowledge, logic, and analysis.	i. Build a sugar-cube structure to withstand a simulated earthquake ii. Using straws and straight pins, build a suspension bridge that will sustain weight.
03. Understand constancy, change, and measurement.	a. Explore that there is constancy in some concepts in science that do not change with time.	i. Show that the boiling point is always the same temperature (depending upon elevation). ii. Discover at what temperature water freezes.
	b. Recognize that changes occur in and among systems and change can be measured.	i. Chart the time of the sunrise and the sunset over a period of time. ii. Chart the time of the moonrise and moonset over a period of time.
	c. Measure in both the metric and customary systems with an emphasis on metric.	i. Measure the length of another person's shadow at morning, noon, and afternoon.
04. Understand the theory that evolution is a process that relates to the gradual	a. Understand the relationships among the past, present, and future.	i. Diagram the rock cycle. ii. Create a timeline of our solar system and predict possible what it might occur

changes in the universe and of equilibrium as a physical state.		in the future
	b. Understand that biological, geological, or astronomical processes change over time.	i. Follow and illustrate the life cycle of a frog. ii. Compare before, during, and after photos of the Mount St. Helen's eruption. iii. Dry fruit and measure and record the changes that take place. iv. Illustrate the life cycle of a star.
05. Understand concepts of form and function.	a. Discover the relationship of shape and use.	i. Investigate Native American tools and why they were developed that way. ii. Investigate the importance of the shape of the Earth and its orbit. iii. Improvement of shape and use in technology (microscope, telescope).

760. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Identify questions that can be answered by conducting scientific tests.	i. What type of cup keeps water cooler? ii. Hypothesize which cup will stay cooler and why.
	b. Conduct scientific tests.	i. Conduct an experiment using paper, plastic, glass, and Styrofoam.
	c. Use appropriate tools and techniques to gather and display data.	i. Graph class results using temperature data. ii. Use a calculator to determine averages of data.
	d. Use data to construct a reasonable explanation.	i. Develop an explanation why one cup's content stays cooler or warmer than the other does.
	e. Make simple predictions based on data.	i. Draw conclusions for cup usage for lemonade or hot chocolate.
	f. Explore alternative explanations.	i. Analyze and compare the properties and designs of the cups. ii. Discuss and recognize other possible variables.
	g. Communicate the results of tests to others.	i. Present data to an audience in a meaningful way.

761. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure and function of matter and molecules and their interactions.	a. Use simple instruments to measure properties.	i. Measure dimensions in metric and standard. ii. Measure temperatures Fahrenheit and Celsius.
	b. Explore the properties of solids, liquids, and gases.	i. Investigate the properties of ooblick. ii. Present a solid, a liquid, and a gas using an ice cube.
	c. Know that changes of state in common materials can be caused by heating and cooling.	i. Draw a picture of the water/rock cycle and label where the physical changes are occurring. Describe why this is a physical change.
02. Understand concepts of motion and forces.	a. Investigate the effect of pull/push on the motion and direction of objects.	i. Activities too demonstrate Newton's Laws.
	b. Explore different forms of energy such as heat.	i. Use different materials to insulate an ice cube and determine which works best. ii. Place a drop of food coloring in both hot and cold water and compare results.
	c. Explore and investigate the six simple machines.	i. Complete class experiments using pulleys, levers and fulcrums, inclined planes, wheels and gears and screws.

762. CELLULAR AND MOLECULAR CONCEPTS.

No standards of Cellular and Molecular Concepts apply at this grade level.

763. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the theory of biological evolution.	a. Investigate diversity of plants and animals.	i. Compare and contrast the life cycles of grasshoppers, frogs, butterflies, and humans. ii. Refer to "Project Wild," "Project Wet," "Project Learning Tree" Activities.

764. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living	a. Know that the energy for life is primarily derived from the sun.	i. Using geraniums, cover some leaves using plastic wrap and aluminum foil. Observe changes in the leaves.

systems and between living systems and the environment.		
	b. Know that organism both cooperate and compete in a food chain.	i. Create a food web using a ball of string passed from student to student. Remove the plant life. Observe the effects on the rest of the web.

765. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Investigate the changes in the earth, oceans, atmosphere.	i. Research topics: pollution, oceans affect climate, global warming, weather.
	b. Define the contents of the solar system.	i. Create a human model of the solar system. ii. Create and label the solar system. Include the asteroid belt, planets, moons, etc.
	c. Explore the length of a day, the seasons, the year, phases of the moon, and eclipses.	i. Once a week, record the length of a day throughout the school year. ii. Measure the length of a human shadow at noon in October, January, and May. iii. Model an eclipse using paper circles and a flashlight.
02. Understand geo-chemical cycles and energy in the earth system.	a. Describe the water cycle and its relationship to weather.	i. Create an informational book explaining the rock cycle ii. Draw a poster that illustrates how the sun makes the water cycle work.
	b. Describe the rock cycle and identify the three classifications of rocks.	i. Draw a poster that illustrates the rock cycle. ii. Given a box of rocks, identify which are igneous, metamorphic, and sedimentary.
	c. Describe the layers of the earth.	i. Using three colors of clay form a ball. Take a string and cut the ball in half. Observe and label model layers of the earth.

766. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the	a. Define technology as the means by which people use knowledge, tools, and systems to make their	i. Make a poster showing one way technology makes your life easier (outhouse versus toilet).

abilities of technological design and application.	lives easier and better.	
	b. Recognize that people have invented tools for everyday life and for scientific investigations.	i. Collect pictures of tools that are in your home. Explain how these tools make everyday life easier.
	c. Know that critical thinking, creativity, and a good knowledge base, and use of available technology are all required in the work of science.	i. Given a bag of "junk" create and demonstrate a useful tool. ii. Design a spacecraft to land and take off on the planet ooblick. iii. Design a boat that would float on a lava river. iv. Separate students into two groups. Give one group math problems to solve by hand. Have the other group solve the problems using a calculator. Compare results in accuracy and speed. v. Improvement of shape and use in technology (microscope, telescope).

767. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify issues for environmental studies.	i. Compile a case study of a local environmental issue and describe its impact on Idaho's economy. • water quality • air quality • hazardous waste • forest health
02. Understand the causes and effects of population change.	a. Understand the effect of technological development and human population growth on Idaho.	i. Compare and contrast pictures of your city today and ten years ago. ii. Compare and contrast the differences in Idaho.
03. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the concept of recycling.	i. Collect trash and divide into renewable and nonrenewable resources. ii. Participate in a recycling program. iii. Field trip to a recycling center. iv. Make your own recycled paper. v. Build a compost pile. vi. Make things (planters, bird feeders, mobiles, toys) using recyclable materials.
	b. Understand the conservation of natural resources.	i. Compare and contrast the different forms of transportation and their impact on natural resources (public transportation, automobiles, bicycles).

04. Understand different uses of technology in science and how they affect our standard of living.	a. Identify examples of technologies used in scientific fields.	i. Food production. ii. Environmental cleanup. iii. Advances in medicine. iv. Communications. v. The space program. vi. Weather forecasting.

768. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the significance of major scientific milestones.	a. Understand major contributions of various scientists and researchers.	i. Choose a scientist from a topic studied this year and explain how their contribution was significant to society.

769. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Know the importance of working in teams to solve problems.	i. Compare and contrast the difficulties of solving a problem alone or in teams. ii. Given a triangular puzzle, count the number of triangles individually. Divide into teams and count the triangles again. Discuss the results.
02. Understand technical communication.	a. Read and understand instructions.	i. Build a model using written instructions.

770. – 771. (RESERVED).

IDAHO SCIENCE PERFORMANCE STANDARDS GRADE 5

Sections 772 through 782

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

772. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand systems, order, and organization.	a. Know that a system is an organized group of related objects that form a whole.	i. Using a clear plastic container, create a biome using soil, plants, and earthworms. ii. Sample systems: muscular, digestive, circulatory, weather, bicycle, etc.
	b. Explore the circulatory and respiratory systems.	i. Diagram the respiratory system.
02. Understand concepts and processes of evidence,	a. Know that observations and data are evidence on which to base	i. Compare biomes with different variables such as light, heat, worms.

models, and explanation.	scientific explanations and predictions.	ii. Compare and graph a resting heart rate against an aerobic heart rate.
	b. Know the difference between observations and inferences.	i. Use happy/sad balls to determine the differences between observation and inference. ii. During a science experiment, discuss the difference between observation and inference.
	c. Develop and use models to explain of demonstrate a concept.	i. Create a balloon model using a plastic cup, straw, fastener, and balloons and explain the respiratory system.
	d. Develop skills to create scientific explanations based on scientific knowledge, logic, and analysis.	i. Create two clay boats of different widths and compare the number of marbles each one will hold before sinking. For further study, investigate different boat-building materials.
03. Understand constancy, change, and measurement.	a. Recognize that there is constancy in some concepts in science that do not change with time.	i. Create a straight track with a steady decline, marking the midpoint. Roll a marble and measure the speed from the beginning to the midpoint and midpoint to the end. Compare acceleration rates.
	b. Recognize that changes occur in and among systems and change can be measured.	i. Create a system of ice water. Measure the temperature. Add a variable such as rock salt and compare the temperatures. ii. Measure the temperature of water in different colored containers over time.
	c. Measure in both the metric and customary systems with an emphasis on metric.	i. Measure various objects (temperature, volume, weight, length) using both metric and customary systems.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Understand the relationships among the past, present, and future.	i. Create and demonstrate an erosion model with sand, gravel, humus, and dirt before and after addition of vegetation and other soil components.
	b. Understand that biological, geological, or astronomical processes change over time.	i. Follow, illustrate, and explain the life cycle of the mealworm. ii. Study and illustrate the life cycle of a star.
05. Understand concepts of form and function.	a. Discover the relationship of shape and use.	i. Study the form and function of bicycles or clocks.

773. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Develop questions that can be answered by conducting scientific experiments.	i. How does the length of plastic straw kazoos affect pitch? ii. Hypothesize.
	b. Design and conduct scientific investigations using controls and variables when appropriate.	i. Design and build a straw kazoo by flattening one end and cutting it into a v-shape. ii. Conduct an experiment to test several different lengths of kazoos.
	c. Select and use appropriate tools and techniques to gather and display data.	i. Measure and record lengths of kazoos. ii. Make a human graph in order of the lengths of the kazoos. Verify that pitch differences are consistent with the lengths. iii. Tape kazoos in order of length to create three-dimensional graph representing relationship to pitch.
	d. Analyze data in order to develop descriptions, explanations, predictions, and models using evidence.	i. Develop an explanation why straw length determines the pitch.
	e. Develop a hypothesis based on observations.	i. Draw conclusions from individual or class data.
	f. Compare alternative explanations and predictions.	i. Discuss and recognize other possible variables.
	g. Communicate scientific procedures and explanations.	i. Have class present data to a music teacher in written or oral form. Present data to the class in a meaningful way.

774. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure and function of matter and molecules and their interactions.	a. Explore the difference between elements, compounds, and mixtures.	i. Provide samples of different elements (lead, carbon, sodium, chlorine). ii. Show different types of compounds (sodium chloride, water). iii. Have students create their own mixtures.
	b. Explore properties such as density.	i. Determine the density of several objects.
	c. Compare differences among solids, liquids, and gases using the concept of density.	i. Present three liquids, three solids, and three gases and compare properties.

	d. Understand the nature of physical change and how it relates to physical properties.	i. Discuss properties of butter. Change the butter by cutting and then heating. Observe properties at each state.
02. Understand chemical reactions.	a. Observe chemical reactions.	i. Baking soda and vinegar in bottle with expanding balloon activity.
03. Understand concepts of motion and forces.	a. Observe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object.	i. Using a variety of inclined planes and surfaces, determine the speed of several objects and graph the results.
	b. Explore different forms of energy such as electricity and magnetism.	i. Make an electro-magnet.
	c. Know that the six simple machines can decrease the amount of force necessary to complete a task.	i. Go on a simple machine scavenger hunt and locate examples of a lever, wheel, pulley, inclined plane, wedge and screw. ii. Build a compound machine.
04. Understand that the total energy in the universe is constant.	a. Compare and contrast potential and kinetic energy.	i. Given teacher examples, determine whether the energy involved is potential or kinetic.

775. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	a. Learn that all life forms have cells.	i. Observe objects under a microscope such as onionskin or cheek scrapings.
	b. Know the difference between plant and animal cells and recognize their parts.	i. Diagram a plant and animal cell and label. ii. Create a Venn diagram that shows the similarities and differences.
	c. Explore the concept that genes and chromosomes carry traits.	i. Collect and graph eye color data of family members and compare with own and graph.

776. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the theory of biological evolution.	a. Investigate diversity of plants and animals and how they adapt in order to survive in their environment.	i. Show how the strength of eggshells protects a developing chick. Using an egg have students test the strength of an egg shell by stacking books carefully on it until it breaks. Repeat experiment

		after dissolving the eggshell in vinegar (1-2 days).
	b. Investigate how plants and animals become extinct if their adaptations do not fit their environment.	i. Simulate bird food gathering activities given various objects (spoon, knife, fork) to represent different beaks.

777. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Know that the energy for life is primarily derived from the sun through photosynthesis.	i. Plant grass. Put some grass in the dark and some in the sunlight. Compare results.
	b. Understand the food chain and know that organisms both cooperate and compete in ecosystems.	i. Draw or act out a food chain from your region. ii. Draw an energy pyramid. iii. Salmon. iv. Wolf. v. "Project Wild" Oh Deer Game. vi. Give examples of adaptations using animals in your area.

778. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Investigate the interactions between the solid earth, oceans, atmosphere, and organisms, which result in a change of the earth's system.	i. Research topics: pollution, oceans affect climate, global warming, weather, plate tectonics and continental drift.
	b. Define the contents of the solar system.	i. Create an informational book explaining the rock cycle ii. Draw a poster that illustrates how the sun makes the water cycle work.
	c. Explore the gravity's effect on the solar system, including the earth, moon and tides.	i. Using the human model, have students rotate in simulation of orbits. ii. Calculate and graph the weight of an object and compare to other planets.
	d. Know that fossils are evidence of past life forms.	i. Make a fossil out of plaster of paris. ii. Given a fossil, create a story about how it came to be (leaf, dinosaur bone, sea

		shells). iii. Field trip to a fossil bed or museum, for instance, Hagerman.
02. Understand geo-chemical cycles and energy in the earth system.	a. Describe the rock cycle and identify the three classifications of rocks.	i. Create an informational book explaining the rock cycle.

779. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.	i. Interview a professional such as a doctor, a farm mechanic, or computer tech and ask them to explain how they use science and technology in their field.
	b. Compare scientific inquiry and technological design in terms of activities, results and influence on individual's and society. Know that science enables technology and vice versa.	i. Identify modifications of an everyday object (car, toothbrush, tennis shoe) and explain how science has aided in its evolution.
	c. Know that critical thinking, creativity, a good knowledge base, and use of technology are all required in the work of science.	i. Given a box of items, create a compound machine.
	d. Explore the elements of technological design, which include the following: identify a problem, propose a solution. Evaluate the solution and its consequences. Communicate the problem, process, and solution.	i. Using a mousetrap, design a contraption that will extinguish a candle from 10 feet away.

780. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify issues including but not limited to: • water quality • air quality • hazardous waste • forest health	i. Research an environmental issue and describe its impact on the United States.
02. Understand the cause and effects of population change.	a. Understand the effect of technological development and human population growth on the	i. Compare and contrast pictures of your city today and ten years ago. ii. Compare and contrast the differences in

	United States.	the United States. iii. Take a field trip to the local sewage treatment center or water treatment plant. iv. Clean up the schoolyard, park or waterway.
03. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the differences between renewable and nonrenewable resources.	i. Separate lunchroom trash into renewable and nonrenewable resources.
	b. Understand the conservation of natural resources.	i. Compare and contrast the different forms of transportation and their impact on natural resources, for instance, public transportation, automobiles, bicycles.
04. Understand different uses of technology in science and how they affect our standard of living.	a. Identify examples of technologies used in scientific fields.	i. Food production. ii. Environmental cleanup. iii. Advances in medicine. iv. Communications. v. The space program. vi. Weather forecasting.

781. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the significance of major scientific milestones.	a. Understand major contributions of various scientists and researchers.	i. Choose a scientist from a topic studied this year and explain how their contribution was significant to society.

782. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Know the importance of working on teams to solve problems.	i. Work in cooperative teams to solve problems. ii. Given a problem, students attempt to solve individually then solve the same problem in groups. Compare results.
02. Understand technical communication.	a. Read, understand, and follow technical instructions.	i. Follow instructions to build a compound machine.

783. -- 784. (RESERVED).

IDAHO SCIENCE ACHIEVEMENT STANDARDS GRADE 6

Sections 785 through 795

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

785. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand systems, order, and organization.	a. Know that a system is an organized group of related objects that form a whole. Define and order small portions of this whole for the purpose of investigation.	i. Illustrate how different organisms interact with one another to create a desert ecosystem. ii. Develop an investigation concerning one part in a desert ecosystem.
	b. Know the various body systems: circulatory, digestive, nervous, reproductive/endocrine, respiratory, and skeletal/muscular.	i. Diagram the nervous system.
02. Understand concepts and processes of evidence, models, and explanation.	a. Know that observations and data are evidence on which to base scientific explanations and predictions.	i. Determine the speed of various wind-up toys and graph results. ii. Observe a pendulum and record data. Using this data, determine the variable that affects the period.
	b. Know the difference between observations and inferences.	i. Use happy/sad balls to determine the differences between observation and inference. ii. During a science experiment, discuss the difference between observation and inference.
	c. Develop and use models to explain how things work.	i. Using gelatin, build a model of a cell. ii. Use block sets to investigate simple machines.
	d. Develop scientific explanations based on scientific knowledge, logic, and analysis.	i. Using the knowledge of levers, develop a plan to build a teeter-totter for the playground. Explain how two students of different weights would sit on a teeter-totter and balance it.
03. Understand constancy, change, and measurement.	a. Identify constancy in some concepts in science that do not change with time.	i. Using marbles, demonstrate Newton's Laws of motion.
	b. Recognize that changes occur in and among systems and change can be measured.	i. Graph the growth of a plant over time. ii. Given a specific body of water and location, research why water quality changes over time.

	c. Measure in metric units using appropriate tools.	i. Measure length, volume, mass, and temperature.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Understand the relationships among past, present, and future.	i. Explain how soil is formed. ii. Give a presentation on the rock cycle.
	b. Understand evolution refers to the biological, geological, or astronomical change over time.	i. Explain how some mammals have adapted to cold weather.
	c. Know that equilibrium is a physical state of balance in which changes and forces occur in opposite and offsetting directions.	i. Analyze weather maps, note changes in air pressure, and draw conclusions can be drawn.
05. Understand concepts of form and function.	a. Understand that the shape or form of an object or system is frequently related to its use or function.	i. Participate in an "Invention Convention" and design new products using recycled materials. ii. Analyze the different beaks of birds and explain how their adaptations help them. iii. Explain how the form of a human hand functions to pick up a tool. iv. Read and discuss "The Elephant's Child" by Rudyard Kipling.

786. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Develop questions that can be answered by conducting scientific experiments.	i. What type of bridge would you build to test for maximum strength. ii. Given a regular soda and a diet soda, generate questions for investigations.
	b. Design and conduct scientific investigations using controls and variables when appropriate.	i. Design and build a bridge that will hold the maximum weight. ii. Conduct an experiment to test several brands of paper towels for absorbency.
	c. Select and use appropriate tools and techniques to gather and display data.	i. Graph class results using bridge data. ii. Use a calculator to determine averages of data.
	d. Analyze data in order to develop descriptions, explanations, predictions, and models using evidence.	i. Develop an explanation why one bridge held more weight than the other does.

	e. Develop a hypothesis based on observations.	i. Develop a plan for improving the bridge design. ii. Draw conclusions from individual or class data.
	f. Compare alternative explanations and predictions.	i. Rebuild and retest bridge. ii. Look for explanations that are not obvious.
	g. Communicate scientific procedures and explanations.	i. Write a proposal to a construction company describing best bridge to build. ii. Present data to the class in a meaningful way.

787. **CONCEPTS OF PHYSICAL SCIENCE.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure and function of matter and molecules and their interactions.	a. Demonstrate the difference between elements, compounds, and mixtures.	i. Provide samples of different elements (lead, carbon, sodium, chlorine). ii. Show different types of compounds (sodium chloride, water). iii. Have students create their own mixtures.
	b. Calculate properties such as density.	i. Determine the density of several objects.
	c. Know differences of among solids, liquids, and gases using the concept of density.	i. Draw three circles on a paper representing solids, liquids, and gases and place the M&Ms in the circle to represent the molecules in the three phases of matter.
	d. Understand the nature of physical change and how it relates to physical properties.	i. Perform experiments which are examples of a physical change (melting an ice cube and then heating water to change it to steam, beating egg whites, combining salt and heated water).
02. Understand chemical reactions.	a. Know that substances react with each other to form new substances with different properties.	i. Place baking soda in a plastic self-sealing bag, pour in vinegar, and seal bag. Describe new properties.
	b. Demonstrate that chemical reactions may release or consume energy.	i. Perform experiments with both endothermic and exothermic reactions and compare results.
03. Understand concepts of motion and forces.	a. Know how to mathematically determine the average speed of a moving object.	i. Calculate the average speed of a family traveling in an automobile from Coeur d' Alene to Boise.

	b. • Explore different forms of energy such as electricity and magnetism. • Know that: (an accumulation of explorations done in grades K-6). a) **energy** exists in many forms and causes things to move; b) **sounds** are produced by vibrating objects; c) **light** travels in a straight line and reflects; light can be separated into different colors; d) **heat** moves from a warmer object to a colder one until they both reach the same temperature; e) **electricity and magnetism** are closely related.	i. List and give an example of the various forms of energy. ii. Perform various experiments demonstrating the different forms of energy.
	c. Know that the six simple machines can decrease the amount of force necessary to complete a task.	i. Using systems of pulleys, compare the differences of necessary force by a person. ii. Using one or more of the six simple machines, show how to extinguish a candle from ten feet away.
04. Understand that the total energy in the universe is constant.	a. Understand that energy can be transformed from one form to another but is neither destroyed nor created.	i. Burn a piece of paper and describe the changes of energy that occurs. ii. Observe Newton's Cradle (swinging balance balls) and explain how this shows that energy is neither created nor destroyed.

788. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	a. Explore the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms.	i. Look at various types of cells under a microscope.
	b. Know the difference between plant and animal cells and recognize their parts.	i. Create models and label the parts of a plant cell and an animal cell.
	c. Explore the concept that genes and chromosomes carry traits.	i. Identify inherited traits such as rolling tongue and attached earlobe. ii. Be able to identify recessive and dominate genes using a Punnett Square (eye color, Mendel's peas).

	d. Investigate that traits are inherited which include knowledge of dominant and recessive traits.	i. Discuss Mendel's experiments with peas.

789. INTERDEPENDENCE OR ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the theory of biological evolution.	a. Know that animals and plants adapt over time to survive in their environment.	i. Describe how some animals change or migrate as winter comes. ii. Describe how cacti have adapted to survive in dry desert conditions.
	b. Know how plants and animals become extinct if their adaptations do not fit their environment.	i. Natural selection. ii. Survival of the fittest. iii. Study an ecosystem which has been changed by humans and evaluate the impact on animals.
	c. Know the classes of animals: mammals, reptiles, birds, fish, and amphibians.	i. Small teams create collages/presentations of the different classes of animals.

790. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Know that living systems require energy from food to survive.	i. Discuss a food chain as energy flow.
	b. Know that the energy for life is primarily derived from the sun through photosynthesis.	i. Discuss the food factory concept of photosynthesis.
	c. Trace energy flows through an ecosystem.	i. Explain a food chain. ii. Draw a food web.

791. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Know that there are interactions between the solid earth, oceans, atmosphere, and organisms, which result in a change of the earth's system.	i. Plate tectonics and continental drift. ii. Oceans affect climate. iii. Global warming. iv. Weather.

	b. Compare and contrast the contents of the solar system.	i. Explain why the gas giants are far away from the sun.
	c. Explain the effect of gravity on motions within the solar system, holding objects to the surface of earth.	i. Calculate body weight on the different planets.
	d. Investigate the motions that explain such occurrences as the day, the seasons, the year, phases of the moon, eclipses.	i. Demonstrate day and night using a globe and a flashlight.
02. Understand geo-chemical cycles and energy in the earth system.	a. Know the water cycle and its relationship to weather.	i. Create and share a book for a younger child that explains the water cycle.
	b. Know the rock cycle and identify the three classifications of rocks.	i. Draw a poster that illustrates the rock cycle. ii. Given a box of rocks, identify which are igneous, metamorphic, and sedimentary.
	c. Know the layers and composition of the earth.	i. Create the layers of the earth inside a bowl with different flavors of ice cream discussing the layers as they are formed. ii. Unmold on a tray and create the continents with chocolate syrup. Eat and enjoy.

792. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.	i. Discuss the concept that science is man's effort to understand his world. Technology assists man in this undertaking.
	b. Compare scientific inquiry and technological design in terms of activities, results, and influence on individuals and society. Know that science enables technology and vice versa.	i. Discuss the inventions that resulted from the space program. ii. Participate in "Invention Convention."
	c. Know that critical thinking, creativity, imagination, and a good knowledge base are all required in the work of science.	i. Discuss the requirements for different scientific careers.
	d. Know the elements of technological design, which include the following: identify a problem, propose a solution,	i. Graph results of a scientific experiment using a calculator or computer.

	implement a proposed solution. Evaluate the solution and its consequences. Communicate the problem, process, and solution.	

793. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify issues including but not limited to: • water quality • air quality • hazardous waste • forest health	i. Compile a case study of a local environmental issue and describe its impact on Idaho's economy.
02. Understand the cause and effects of population change.	a. Understand the effect of technological development and human population growth on the global environment.	i. Take a field trip to the local sewage treatment center or water treatment plant. ii. Clean up the schoolyard, park, or waterway. iii. Compare and contrast differences that countries face around the world.
03. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the differences between renewable and nonrenewable resources.	i. Collect trash and divide into renewable and nonrenewable resources.
	b. Understand the conservation of natural resources.	i. Research and debate the various viewpoints surrounding the Snake River dams in Idaho.
04. Understand different uses of technology in science and how they affect our standard of living.	a. Identify examples of technologies used in these scientific fields: • food production • environmental cleanup • advances in medicine • communications • the space program • weather forecasting	i. Take field trips to various sites. ii. Research using the internet.

794. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the significance of major scientific milestones.	a. Understand major contributions of various scientists and researchers.	i. Choose a scientist from a topic studied this year and explain how their contribution was significant to society.

795. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Know the importance of working on teams to solve problems.	i. Find a community problem to work on as a class. ii. Work in teams of three or four to complete assigned labs.
02. Understand technical communication.	a. Read, understand, and follow technical instructions.	i. Build a model using the technical instructions.
	b. Write a lab report.	i. Write instructions for a lab procedure to be followed by another student who may have been absent.

796. – 797. (RESERVED).

IDAHO SCIENCE ACHIEVEMENT STANDARDS MIDDLE GRADES

Sections 798 through 808

Based on the necessary math knowledge and skills, student maturation level, and the need for secondary level Physical Science exposure, it is recommended that Earth Science be scheduled at the middle school level. The standards reflect this recommendation.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

798. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand systems, order, and organization.	a. Know that a system is an organized group of related objects that form a whole Define and order small portions of this whole for the purpose of investigation.	i. Illustrate how different organisms interact with one another to create an ecosystem. ii. Illustrate the make up and interactions of the solar system using models. iii. Illustrate how compound machines are composed of many simple machines.
	b. Know the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms.	i. Create a model that shows how one structural level builds to the next by using triangles or bubbles as individual cells.
	c. Know that there is order and predictability in the universe.	i. Predict animal behaviors. ii. Predict weather patterns. iii. Predict how Newton's laws affect an object in space.
	d. Know that patterns and similarities allow us to organize information about	i. Use taxonomic key to classify organisms. ii. Identify the major grouping of elements

	our universe.	on the periodic table. iii. Classify minerals by chemical composition.
02. Understand concepts and processes of evidence, models, and explanation.	a. Know that observations and data are evidence on which to base scientific explanations and predictions.	i. Create a data table or graph showing the diversity of plants in a given area. ii. Create a comparison graph showing the average temperature of two regions. iii. Create a graph showing how the temperature of ice changes when adding salt.
	b. Think critically to discern differences between observations and inferences.	i. Use discrepant events to make observations and inferences to explain them. ii. Do "mystery box" activity (making observations and inferences).
	c. Develop and use models to explain or demonstrate a concept.	i. Build a model of an atom.
	d. Develop scientific explanations based on scientific knowledge, logic, and analysis.	i. Hypothesize why raisins in a glass of pop rise and fall.
03. Understand constancy, change, and measurement.	a. Identify constancy in some concepts in science that do not change with time.	i. Demonstrate the law of conservation of mass and energy. (Apply to energy pyramid.) ii. Demonstrate radioactive decay using marble activity. iii. Speed of light.
	b. Recognize that changes occur in and among systems and change can be measured.	i. Compare the elevation of Mt. Borah before and after the 1983 earthquake. ii. Using model cars, compare the speed at different points along a ramp.
	c. Measure in metric units using appropriate tools.	i. Measure length, volume, mass (balance), weight (scale), and temperature.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Understand the relationships among the past, present, and future.	i. Compare fossils to living organisms. ii. Use rocks of today to document past changes in the earth.
	b. Understand evolution refers to the biological, geological, or astronomical change over time.	i. Explain the changes that occurred in the peppered-moth. ii. Explain how a black hole develops. iii. Explain how land in the Pacific Northwest has changed over time.

	c. Know that equilibrium is a physical state of balance in which changes and forces occur in opposite and offsetting directions.	i. Give an example of homeostasis. ii. Do an experiment demonstrating diffusion or osmosis. iii. Demonstrate how balanced forces affect motion or the size of a star.
05. Understand concepts of form and function.	a. Understand that the shape or form of an object or system is frequently related to its use or function.	i. Explain how mammal bones differ from bird bones in form and function. (In plants: conifer versus deciduous trees.) ii. Demonstrate building structure in relation to wind, earthquakes. iii. Demonstrate how simple machines are designed for different functions.

799. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Develop questions that can be answered by conducting scientific experiments.	i. Generate a question about a local water issue. • macro invertebrates • coliform contamination • pH, temperature, nitrate, phosphates, turbidity, dissolved oxygen
	b. Design and conduct scientific investigations using controls and variables when appropriate.	i. Hypothesize an answer to the stated question. ii. Design and conduct experiment to answer the question about your local water issue.
	c. Select and use appropriate tools and techniques to gather and display data.	i. Use data probes, pH paper, dissolved O^2 test kits, to obtain information. ii. Construct tables and graphs to display data.
	d. Analyze data in order to form conclusions.	i. Compare data obtained with national water quality standards. ii. Draw conclusions from individual or class data.
	e. Think critically and logically to accept or reject the hypothesis.	i. Explain why hypothesis was accepted or rejected.
	f. Analyze alternative explanations and predictions.	i. Write a letter to the Department of Environmental Quality explaining results. ii. Formulate alternative hypotheses generated from collected data.
	g. Communicate and defend scientific procedures and explanations.	i. Write a letter to the Department of Environmental Quality defending the results.

		ii. Orally defend scientific results to classmates.
	h. Recognize the differences among observations, hypotheses, mathematical laws, and theories.	i. Research historical development of a law. • Newton's three laws • law of gravity • plate tectonics

800. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure and function of matter and molecules and their interactions.	a. Understand that all matter is made up of atoms, which may be combined in various kinds, ways, and numbers.	i. Create a model of an atom.
	b. Use properties to identify matter.	i. Identify a mystery substance by describing its properties and calculating its density.
	c. Explore the effect of temperature on density.	i. Simulate a kinetic exercise with people representing particles of matter crowded together but becoming spread farther apart as they gain energy.
	d. Identify physical properties and know the nature of a physical change.	i. Demonstrate a phase change of a substance (ice to water).
02. Understand chemical reactions.	a. Know that substances react with each other to form new substances with different properties.	i. Use polymers from a baby diaper and observe the change in properties when water is added.
	b. Know that chemical reactions may release or consume energy.	i. Demonstrate a chemical reaction that uses or releases heat.
03. Understand concepts of motion and forces.	a. Know how an object's position, direction of motion, and speed can be measured.	i. Describe and measure the distance and time a toy car travels and calculate its speed.
04. Understand that the total energy in the universe is constant.	a. Understand that energy can be transformed from one form to another but is neither destroyed nor created.	i. Observe Newton's Cradle (swinging balance balls) and explain how this shows that energy is neither created nor destroyed. ii. Compare and contrast potential and kinetic energy (pendulum).
	b. Understand that energy is transferred from one place to another.	i. Demonstrate how heat moves from a warmer object to a colder one until they both reach the same temperature.

801. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	a. Know the relationships among cells, tissues, organs, organ systems, and organisms.	i. Given a cancer cell, predict how it will affect tissues, organs, organ systems, and the organism.
	b. Know the parts of plant and animal cells and the functions of the various cell structures.	i. Create a model of animal and plant cells showing organelles and describe the functions of each organelle. ii. Given a mystery slide or picture, distinguish whether it is a plant or animal cell.
	c. Know that genes and chromosomes carry traits.	i. Use pipe cleaners to represent chromosomes and show how a gene on the chromosome carries a trait.
	d. Know that traits are inherited which include knowledge of dominant and recessive traits.	i. Using Wisconsin fast plants, cross-pollinate plants observe the rules of heredity.
	e. Know that cells contain organelles that have specific function.	i. Create a model of animal and plant cells showing organelles and describe the functions of each organelle.
	f. Know that most cell functions involve chemical reactions.	i. Diagram cell respiration.
	g. Know that genetic information is replicated and passed on to new cells.	i. Use models to demonstrate mitosis and meiosis.
	h. Know that transmission of chromosomal information to offspring occurs through asexual or sexual reproduction.	i. Grow or diagram how plants can reproduce sexually and asexually.

802. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the theory of biological evolution.	a. Know that species change over time when random variations in individuals enhance their survival and reproductive success in a particular environment.	i. Do a simulation of the English Peppered-moth activity. ii. Compare beaks of finches on the Galapagos Islands.

	b. Know that species may become extinct when the environment changes and their adaptive characteristics are insufficient to allow their survival.	i. Research the extinction of a species.
	c. Know that biological classifications are based on similarities, which reflect their evolutionary relationships.	i. Classify an organism using a dichotomous key. ii. Compare two closely related species (coyote and wolf).

803. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. • Know that living systems require energy from food to survive. • Energy stored in food is primarily derived from the sun through photosynthesis. • Respiration takes place in all cells releasing energy stored in food.	i. Diagram the word formulas from photosynthesis and respiration. ii. Illustrate that the products of photosynthesis are used in respiration (cycle). iii. Describe how energy from the sun is transferred and transformed as it flows through an ecosystem.
	b. Know that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy.	i. Complete and discuss the "Project Wild" How Many Bears Are in the Forest?
	c. Know that atoms and molecules cycle among the living and nonliving components of the biosphere.	i. Diagram photosynthesis and respiration (oxygen cycle). ii. Diagram the carbon cycle and nitrogen cycle.
	d. Be able to trace energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers.	i. Explain a food chain or the food pyramid, showing what happens to energy that came originally from the sun.
	e. Know that living organisms have the capacity to produce populations of infinite size, but environments and resources are finite.	i. Start with a large bag of M&Ms. One student representing the first generation removes M&Ms with a spoon into a cup. One student representing the second generation removes M&Ms with a spoon into a cup. Allow each successive generation five seconds to fill cups until M&Ms are depleted. Discuss and relate to other finite resources.

03. Understand the individual behavior of organisms and their interactions in populations and communities as influenced by physiological and environmental factors.	a. Know that organisms have behavioral responses to internal and external stimuli.	i. Conduct an experiment with an earthworm and light, or with planaria food response.

804. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Know that there are interactions between the solid earth, oceans, atmosphere, and organisms, which result in a change of the earth's system. Some activities are observable (earthquakes and volcanic eruptions) but many take place over hundreds of millions of years.	i. Explain the formation of the Hawaiian Islands.
	b. Compare earth with other planets with emphasis on conditions necessary for life.	i. Compare data from Mars with what is known about Earth regarding water, air, temperature, etc.
	c. Understand the motions that explain such occurrences as the day, the seasons, the year, phases of the moon, eclipses, and tides.	i. Create a model showing the earth, sun, and moon relationships.
	d. Know that the development of life caused dramatic changes in the composition of the earth's atmosphere.	i. Describe how the earth's atmosphere would be different if life had never developed. ii. Describe how the balance of gases in our atmosphere is maintained by living things.
	e. Know that the universe is constantly expanding.	i. Explain the Doppler Shift.
	f. Know that stars and galaxies have a life cycle.	i. Explain the evolution of a star.
	g. Know methods used to estimate geologic time (observing rock sequences and using fossils to correlate the sequences at various locations).	i. Create a sedimentary fossil record using layers of gelatin.
02. Understand geo-chemical cycles and energy in the earth	a. Identify cumulus, cirrus, and stratus clouds and their	i. Identify cloud type daily and predict the weather.

system.	relationship to weather changes.	
	b. Know that earth systems have internal and external sources of energy.	i. Explain geothermal energy. ii. Explain why the poles are colder than the equator.
	c. Know that the earth's internal heat causes the plates of the earth's surface to move.	i. Explain the formation of the Hawaiian Islands.
	d. Know that the heating of the earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents affecting global climate.	i. Describe how solar heating of the earth drives the water cycle. ii. Describe why the ocean along the Pacific and Atlantic coasts are such different temperatures.

805. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.	i. Explain how science has aided in the development of a technological device and how that device had aided in the advancement of science (electron microscope, computer).
	b. Compare and contrast scientific inquiry and technological design in terms of activities, results, and influence on individuals and society. Know that science enables technology and vice versa.	i. Discuss the inventions that resulted from the space program. ii. Participate in "Invention Convention."
	c. Know that critical thinking, creativity, a good knowledge base, and available technology are all required in the work of science.	i. Design and carry out a scientific experiment using some form of technology.
	d. Know the elements of technological design, which include the following: • identify a problem • propose a solution • implement a proposed solution • evaluate the solution and its consequences	i. Construct a device or product that will improve some aspect of human life or solve a problem (better mousetrap, faster toy car, stronger tool).

	• communicate the problem process and solution	

806. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify issues including but not limited to: • water quality • air quality • hazardous waste • forest health	i. Compile a case study of a local environmental issue and describe its impact on Idaho's economy.
02. Understand the cause and effects of population change.	a. Understand the effect of technological development and the growth of human population on the living and nonliving environment.	i. Take a field trip to the local sewage treatment center or water treatment plant. ii. Clean up the schoolyard, park, or waterway.
03. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the differences between renewable and nonrenewable resources.	i. Collect trash and divide into renewable and nonrenewable resources. ii. Visit a managed forest or mine.
	b. Understand the role and effect of management of natural resources.	i. Discuss the use of fire in a forest management program.
04. Understand different uses of technology in science and how they affect our standard of living.	a. Know that there are predictable and unpredictable consequences of technology.	i. Identify examples of technologies used in scientific fields: • food production • environmental cleanup • advances in medicine • communications • the space program • weather forecasting

807. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the significance of major scientific milestones.	a. Understand major contributions of various scientists and researchers.	i. Choose a scientist from a topic studied this year and explain how their contribution was significant society.
	b. Understand the impact of historical scientific events.	i. Create a timeline showing scientific events.

808. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Know the importance of working in teams to solve problems.	i. Conduct an experiment or activity while working on a team.
02. Understand technical communication.	a. Read, understand, and follow technical instructions.	i. Build a model using the technical instructions. ii. Follow lab procedure directions.
	b. Write and articulate technical information.	i. Write instructions for a lab procedure to be followed by another student.

809. -- 825. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS ACHIEVEMENT STANDARDS
KINDERGARTEN
Sections 826 through 830

The samples associated with the content standard are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

826. READING.
Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	Use decoding and word-recognition strategies to fluently read kindergarten materials.	
	• **Phonics/Phonemic Awareness** a. Using various techniques, identify and /or name two or more words that rhyme: • Complete phrases and sentences with rhyming words. • Produce a word that rhymes with a given word. • Recognize if two or more one-syllable words rhyme.	i. Beginning with own name, identify rhyming words. Play such games as "Willaby Wallaby Woo." ii. Participate in such oral activities as rope chants, songs, poetry, and books that contain rhyming words. iii. Participate in such completion activities as Jack and Jill went up the _____. iv. Participate in such production activities as responding to a teacher's word with a rhyming word. v. Participate in such recognition activities to determine whether a pair of orally presented words rhyme. (Repeat activity using various pairs of words both rhyming and non-rhyming.)
	b. Using varied techniques, orally segment: • sentences into words • syllables into sounds • words into syllables and sounds	i. Using beans, push up a bean for each word within a sentence. ii. Use sign language to sign for each word within a sentence. iii. Beginning with students' names, clap out syllables. iv. When teacher says "Kim," student responds: "k/i/m."
	c. Orally blend phonemes into words.	i. After hearing beginning sound of a student's name and rest of the word, student blends into name: K...im...Kim. Teacher then says name without initial consonant, and student responds "im" and then "Kim." Teacher and students stretch

		names and words out s-l-o-w-l-y and then say them fast. (Reference to Open Court's Phonetic Awareness Program.)
	• **Phonics** d. Recognize names of upper and lower case letters.	i. Identify letter flash cards by naming sounds or letters. ii. Sort and name magnetic letters.
	e. Associate letters to letter sounds.	i. Complete a letter/sound worksheet. ii. Participate in letter games with the class word wall. (Refer to Patricia Cunningham's book Kindergarten Month by Month Phonics, 1998.) iii. Participate in substitution manipulation. (Substitute initial letter in familiar song such as "Row, Row, Row Your Boat" becomes "Tow, Tow, Tow Your Toat.")
	f. Identify beginning, middle, and ending letters in a word.	i. Label items around classroom that begin with a specific letter; teacher will write the word. ii. Participate in overhead games and activities that involve naming letters and sounds.
	• **Concepts About Print (CAP)** g. • Identify front of book. • Attend to print. • Use picture clues to support text. • Use story language. • Know where to start reading. • Move left to right across print. • Make return sweep to next line of text. • Match word by word. • Understand first and last of text, top and bottom of page, and order of pages for turning. • Read left page before right page. • Identify one or two letters; first and last letter, and capital letters; point to specific letter when requested. • Match upper and lower case letters. • Use beginning sounds and final letters.	i. During shared reading, view modeled concept of print. ii. Revisit pocket charts, big books, and large print poems and songs. iii. Cut up sentence strips and reassemble. iv. Use pocket chart; participate in activities that enhance CAP, such as letter and word isolation, sound position, identifying word patterns. v. Join in and repeat patterns of repetitive text. vi. During guided reading, practice CAP that assessment has shown requires additional work. vii. During individual assessment with any assessment tool, participate in a running record on an appropriate book to demonstrate understanding of CAP.

	• **Reading Strategies** h. • Draw on prior knowledge, discuss, and generate questions to predict text. • Prior to reading, preview illustrations and opening pages of a text, title page, and table of contents.	i. Actively participate in shared reading, guided reading, teacher read-alouds, poetry, songs, chants, nursery rhymes, predictable text, and pattern book lessons.
	• **Context Clues** i. Use pictures and follow patterns to group meaning from print.	i. Actively participate in shared reading, guided reading, teacher read-alouds, poetry, songs, chants, nursery rhymes, predictable text, and pattern book lessons.
	• **Word Analysis** j. Use beginning letter sounds and pictures to identify words in order to cross check.	i. "Read" a predictable book. Teacher covers word; teacher removes cover to reveal beginning consonant sound(s). Student checks initial letter(s) and picture to determine word.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Offer relevant background information during pre-reading discussion.	i. Using predicting strategies, participate in pre-reading discussion of the book. ii. Connect background experience with those of other children.
	b. Demonstrate understanding of vocabulary of story during post-discussion or story response.	i. After story, connect the children's background to story. ii. After reading The Gingerbread Man, create a character from the story to act out. Bake gingerbread cake.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Retell a story that includes setting, plot, and characters.	i. Dramatize with puppets and costumes. ii. Interview characters in a mock talk show host fashion. iii. Create a map of story events. iv. Create an illustration from the story that fits into a circle. (This works most effectively when beginning of the story is the same as the end as in Eric Carle's The Tiny Seed.)
	b. Identify the following story elements within a literary text: • character • setting • simple sequence of events, including clear beginning, middle, and end • problems and solutions	i. Participate in a story discussion. ii. Draw pictures to illustrate a story. iii. Complete worksheets from one of the literary response trade books. iv. Create map to represent story events. v. Create a story timeline. vi. Divide a piece of paper in half to share with a partner. One student

		will draw a story's problem and the other will draw its solution. vii. Create puppets of a story's characters.
	c. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.	i. Participate in class discussions. ii. Dramatize the story. iii. Complete worksheets designed to support and extend story.
	d. Distinguish between fiction and nonfiction and real and pretend.	i. Participate in class discussions to clarify understanding between fiction and nonfiction.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate resources for finding words in the classroom: • word wall • color word chart • number word chart • familiar books • children's name labels and name tags • pictionary • computer • title page • dictionary	i. After prompt, locate written words from around the classroom.
05. Read for technical information.	a. Identify five software icons located in the classroom and school.	i. After instruction, independently use classroom software.

827. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate understanding and application of steps of writing process: • brainstorming • drafting • teacher conferencing • revising • editing • publishing • sharing	i. Participate in writing process: • Listen and watch as teacher models steps for drafting a piece of writing, thinking aloud about what to write, how to sound out words, and writing sounds heard in words. • Brainstorm ideas and topics about which to write. • Write daily. • With assistance choose and develop topics. • Create text which includes material that is developmentally appropriate for kindergarten: pictures; dictated ideas about picture; scribble writing; letter strings; phonetic spelling (one or two letters to represent a word: "m" for monster, "lf" for laugh,

		and "c" for see). • Read own writing to classmates.
	b. Write legibly.	i. Correctly grip pencil. ii. Correctly form letters using district's handwriting curriculum.
	c. Use technology to create a piece for publication.	i. Use a word processing program to produce a piece of writing. (Student Writing Center or Kids Works.) • Type own name. • Type simple sentence (I love Mom. • Print and illustrate writing.
	d. Develop vocabulary.	i. Actively participate in rich literary reading activities: • Share and discuss vocabulary used in big books, fairy tales, nursery rhymes, fiction and nonfiction books. • Create a word wall using high-frequency common words used in reading and writing such as the, is, Mom, house, love. • Create theme charts such as holiday words, words related to themes, dinosaur words, pets' names, family members' names. • Create color, word, and number charts. • Act out stories and plays.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions for the following: • grammar • punctuation • capitalization • spelling	i. Use conversational language for writing. Students frequently write phonetically and use consonants to represent word such as "I" "c" "a" "dg" - I see a dog. ii. Reread own text for clarity. iii. Leave spaces between words. iv. Write from left to right and top to bottom. v. Begin a sentence with a capital letter. vi. End sentence with a period. vii. Practice and apply conventional spelling by copying environmental print found in classroom on charts, on word wall, and in books. viii. Demonstrate developmental stages of spelling: pictures, scribble writing, random letter strings, and phonetic spelling.
	b. Develop a sentence that focuses on a main idea:	i. Recognize letters in a word: • cut up letters in a word

	• differentiate between letters and words • write for personal and practical needs	• count letters • rebuild word ii. In a group, develop a simple three- to five-word sentence that tells a main idea (I like to eat cake). • cut sentence between the words • rebuild sentence • count the words in the sentence by holding up a finger to represent each word or clap for each word iii. Write for a variety of purposes: • label objects in the classroom • write messages such as, "do not touch," and share phone numbers • produce lists (grocery, friends) • Write thank-you notes • write cards (Mother's Day, Valentine's) • journal write (Each student writes and draws in own journal to illustrate personal experiences.)
03. Write a narrative essay which aligns with the fourth grade Direct Writing Assessment.	a. Write a narrative composition with a picture and at least one simple sentence that establishes and supports a central idea.	i. Engage in activities that enhance understanding of idea. • generate and recognize a main idea from previously-read stories • dramatize stories • retell a story using colorful pictures and a simple sentence. • use print to describe picture • create own idea and illustrate and write about idea.

828. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Respond to a signal to get ready to listen such as Give Me Five," "Freeze," ring of a bell, flip off of lights. At signal, children should stop, look at the speaker, keep hands and feet still, and keep mouths quiet. ii. Participate in discussions by contributing relevant ideas, opinions, and background information. iii. Answer questions in complete sentences. iv. Ask simple questions.
	b. Listen to gain enrichment and information about various cultures.	i. Respond to a signal to get ready to listen. ii. Participate in discussions by

		contributing relevant ideas, opinions, and background information. iii. Throughout year, increase ability to sit and listen attentively. iv. Answer questions in complete sentences. v. Ask simple questions.
02. Listen for literary response and expression.	a. Listen to literature presented using a variety of media such as teacher reading, computer, tape, or video.	i. Respond verbally such as "I like the way...," "My favorite part was..." ii. Respond with an art project. iii. Ask simple questions. iv. Retell story. v. Sequence story with a clear beginning, middle, and end.
03. Listen for critical analysis and evaluation.	a. Listen for specific information.	i. Participate in activities to increase critical listening skills such as comparing shaker containers for matching sounds, using shaker containers and naming what is in them, and listening to sound tapes and naming environmental sounds. ii. Participate in phonemic awareness activities. iii. During reading of a book, listen for specific information such as conclusion of a story, related information requested such as listening for what birds eat during the reading of a science book on birds and where the story is taking place. iv. Listen for beginning sounds of words.
04. Listen to and follow directions.	a. Frequently provide opportunities for students to follow verbal directions.	i. Perform a sequence of directions beginning with two-step directions and increasing directions throughout year. ii. Complete exercises that increase the number of directions one can follow such as "Math Their Way" body patterns: abab aabaab abdabc.

829. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Develop awareness of speaker behaviors, such as posture, articulation, volume, and use of complete sentences and organization.	i. Show and tell. ii. Share. iii. Retell a story. iv. Dramatically role-play. v. Re-enact part of a story. (Throughout

		such activities, the teacher models, encourages, and leads speaking behaviors.)
02. Speak for literary response and expression.	a. Orally share known literature through various presentations and activities.	i. Perform puppet plays. ii. Participate in reader's theatre. iii. Present memorized repetitive books such as Brown Bear, Brown Bear. iv. Dramatically role-play.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. With teacher's assistance, solve problems through conflict resolution and role-playing.
	b. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.	i. With teacher assistance, use questioning strategies and opinions.

830. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Create awareness of different media.	i. View the following using: • videos • computers • film strips • overhead projector
	b. Demonstrate understanding of the main idea of a filmstrip, video, and slide show using various responses.	i. Discuss media presentations. ii. Create art project(s). iii. Dramatically play. iv. Cook.
02. View media sources for personal response and expression.	a. Develop awareness of various media.	i. During time of day when students make own activity choices, explore such favorite media as the listening post, computers, overhead projector, and film strips.
03. View media to engage in critical analysis and evaluation.	a. Differentiate between real and pretend.	i. During discussion, demonstrate understanding of which facts are real and which are pretend.
	b. Compare two media that present the same story.	i. After hearing and seeing two versions of a story such as Rudolph, the Red-Nosed Reindeer, participate in a discussion of what was alike and what was different between the two presentations. (Teacher can write words on chart paper and use Venn diagram to compare and contrast versions.)

831. -- 833. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS ACHIEVEMENT STANDARDS
GRADE 1
Sections 834. -- 838.

The samples associated with the content standard are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

834. READING.
Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional electronic materials for information and understanding.	Use decoding and word recognition strategies to fluently read first-grade materials.	
	• **Phonics/Phonemic Awareness** a. Identify words within a sentence.	i. Using manipulatives indicate number of words in orally presented as well as written sentences. ii. Cut apart words within a sentence and reassemble into original sentence. iii. Clap to count number of words within a sentence.
	b. Distinguish syllables within words.	i. Repeat a given word and use blocks to indicate number of syllables within a word. ii. Clap and tap syllables such as pa•per. iii. Participate in syllable activities to increase awareness such as "Say 'giggle' without the 'gle'".
	c. Recognize two or more rhyming words.	i. Correctly respond to such questions as "Do cat and bat rhyme?"
	d. Complete and produce a rhyming word.	i. Correctly respond to the following: • I smell the rose with my _____. • Tell me a word that rhymes with such words as "candy" and dog."
	e. Discriminate between two sounds.	i. Respond to such questions as: "Are these the same sounds: /d/, /t/? Do these words start with the same sound: duck, doll? duck, toy?"
	f. Imitate sounds.	i. Correctly respond to the following: "Say /e/." "Say /t/."

	g. Identify isolated initial and final sounds.	i. Name a word that begins like "baby." ii. Name the last sound in "bus."
	h. Blend phonemes to make a word.	i. What am I saying? Teacher: /c/, /a/, /t/. Student: Cat.
	i. Segment a word into phonemes. • deletion • addition • substitution • transposition	i. Teacher says word. Student segments. ii. Segment orally presented words. • Teacher: Dog. Student: /d/, /o/, /g/. • Teacher: "road" without the /r/ (oad). • Teacher: "Add /d/ to /og/." • Teacher: "change hop to top." • Teacher: What did I do? Bappy Hirthday.
	• **Phonics** j. Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonants, consonant blends/digraphs, short/long vowels, and letter/sound correspondences.	i. Use multi-sensory activities to manipulate letters and sounds. ii. Repeat tongue twisters. iii. Read and create alphabet books. iv. Match pictures/objects with letters. v. Sort words according to beginning sound, rhyming sounds, and vowel sounds. vi. Perform *Word Wall Activities* such as making words. (Month by Month Phonics, P. Cunningham, 1998.) vii. Write words and sentences dictated by teacher. viii. Practice blending sounds into real and nonsense words. ix. Manipulate magnetic letters.
	k. Use onset and rhymes to create and decode new words that include blends and digraphs.	i. Create word lists and patterns from word families; manipulate.
	l. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.	i. Use magnetic letters to make and break words. ii. Play "Rounding Up the Rimes." (Month by Month Phonics, *Word Wall Activities*, P. Cunningham, 1998.)
	m. Automatically read 150 high-frequency or sight words.	i. Practice high-frequency words by listening to and reading them in meaningful sentences. ii. Practice such meaningful activities as playing "Clap, Chant, Write." (*Word Wall Activities*, P. Cunningham, 1998.)

	Apply knowledge of reading strategies.	
	• **Before Reading Strategies** n. Draw on prior knowledge and discuss to generate questions to predict text.	i. Observe cover of a read-aloud book; predict and discuss possible story contents.
	o. In order to predict text, preview illustrations, title page, and other text pages.	
	• **During Reading Strategies** p. Integrate visual, structural, and meaning cues to gain understanding of text.	i. Respond to such prompts as, "Think about the story…" or "What letters do you see?" ii. Practice "Guess the Covered Word." (Month by Month Phonics, *Word Wall Activities*, P. Cunningham, 1998.)
	q. Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.	i. Use self-correcting strategies to improve comprehension. Appropriately respond to the following: • Does this make sense? • reread to find… • use the first letter(s) as a clue to that new word • predict what would make sense • ask a peer to help read a new word
	r. To guide in meaning, use such conventions of print as punctuation, commas, periods, question marks, and quotation marks.	
	s. To gain oral fluency and expression, use proper phrasing and rereading.	i. Reader's Theatre. ii. Reread text.
	t. To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.	i. Combine single words to create compound words. ii. Read aloud funny sentences that use homophones such as I'm too weak this week. Edit the sentences for correct usage.
	• **Reading Comprehension Strategies** u. Identify main idea.	i. Tell about a story. ii. Demonstrate ability to visualize a story.
	v. Sequence events of a story.	i. Arrange sentence strips to sequence events of story.

	w. Read beyond text to make inferences and draw conclusions.	i. In order to make inferences and draw conclusions, respond to teacher's question, "How do you know?"
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Read and evaluate grade-level literature; identify vocabulary, genres, and text features. • Identify and compare plots, settings, and characters of two stories. • Retell basic plots/main ideas of fiction and nonfiction.	i. Use *Word Wall Activities*. ii. Discuss, explain, and practice. iii. Log various genres. iv. Identify nonfiction text features. v. Chorally read. vi. Echo read. vii. Participate in shared reading and guided reading activities. viii. Sing songs and recite poetry and nursery rhymes.
	b. Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.	i. Role-play. ii. Complete K-W-L charts (What do I KNOW, What do I WANT to know, What have I LEARNED). iii. Complete graphic organizers. iv. Identify literary elements during teacher read aloud, shared reading, guided reading, and self-selected reading.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.	i. Discuss and question. ii. Sort books into fiction and nonfiction. Explain reason.
	b. Sequentially retell story; include details related to setting, plot, and characters.	i. Role-play. ii. Add-on/retell. Teacher begins story; each student retells and adds next event. iii. Use literacy circle to enhance understanding through retelling of story, varying perspective, varying conclusion, and varying setting.
	c. To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when."	i. Locate information within text. ii. Participate in quick draw. (Teacher reads story and stops; students quickly draw what just happened, what will happen next, etc.) iii. Recall and locate details from a story. (Show me where…) iv. Access details to respond to inferential questions concerning story.
	d. Determine cause and effect relationships by responding to "why," "how," and "what-if," questions.	i. Match cause and effect sentence strips.

04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate information using the following informational text and resources: • alphabetical order • book parts: title page, table of contents, and glossary	i. Respond to teacher prompt: "show me where it tells..." ii. Use *Word Wall Activities*. iii. Use beginning dictionaries. iv. Use school library, people, field trips, electronic media, videos, and tapes. v. Label items throughout classroom. vi. Develop and write classroom rules on a chart. vii. Follow step-by-step modeling to create a particular art project. viii. Make predictions and follow directions. ix. Create webs and use K-W-L charts.
05. Read for technical information.	a. Use organizational features of text.	i. Use table of contents and chapter headings.
	b. Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.	i. Follow specific signs, labels, and printed directions. ii. Apply technical understanding to content area learning.

835. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Fluently write upper and lower case letters using appropriate space and letter size.	i. Use multi-sensory methods to establish proper formation such as write letters in salt, make letters out of clay. ii. Journal. iii. Write creative stories.
	b. To develop story fluency, write words and sentences relating to one topic.	i. Write sentences as teacher dictates. ii. Journal. iii. Follow teacher modeling of writing process.
	c. Demonstrate basic understanding of the writing process: • pre-write • first draft • revise and edit • publish • share	i. Participate in the writing workshop process to be able to write stories, letters/notes, and simple report forms of writing.
	d. Write for various audiences: • self • teacher • other personally-known audiences	i. Write in response logs. ii. Journal. iii. Write letters and notes. iv. Respond to a teacher prompt "Show what you know about..."

02. Write and edit for correctness and clarity.	a. Develop and organize sentences that incorporate central idea and supporting details.	i. Create charts, pictures, and plans to enhance writing development.
	b. Develop descriptive vocabulary to enhance writing.	i. Use literature and content sources. ii. Use Word Chart and *Word Wall Activities*. iii. Peer-model with peer papers.
	c. Apply rules and conventions for the following: • grammar • punctuation • capitalization	i. Participate in mini-lessons based upon authentic writing experiences. ii. Analyze errors during point-of-need conferencing. iii. Use known skills during drafting process. iv. Practice and apply conventional spelling in daily writing through the following: • word study of word families • irregularly spelled high-frequency words • homophones • suffixes and prefixes • plurals • individual word lists • *Word Wall Activities*
	d. Demonstrate appropriate spelling: • Correctly spell words by writing sounds in sequence. • Accurately spell high-frequency words. • Engage in such problem-solving strategies as analogies, environmental print, and resources.	i. Perform activities that include segmenting (hearing sounds in words), elkonian boxes, and onset and rhyme. ii. Explain and create such analogies as the following: "If I know how to spell 'tree' and 'my', then I can spell 'try.'"
	e. Frequently reread to clarify, revise, and edit.	i. Share writing with peers for editing.
03. Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.	a. Using personal experiences and knowledge as a source for writing, create a narrative account.	i. Draw a picture. ii. Orally retell a personal experience. iii. Write narrative responses to prompts. iv. Use the following modes: • observation • factual information

836. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Demonstrate effective and appropriate listening skills using	i. Practice listening skills. ii. Play "Simon Says" and other

	the following: • eye contact • taking turns in conversations • maintaining attention	listening games.
	b. Listen to gain enrichment and information about various cultures.	i. Participate in discussion to activate background knowledge. ii. Follow short, simple directions and answer comprehension questions. iii. Use effective listening strategies for the following: • interviewing • listening to stories • relating information to personal experiences iv. Use "how," "why," and "what if" questions to discuss text. v. Retell a story. vi. Participate in group discussions by taking turns responding and asking questions for clarification.
	c. Participate in retelling and asking questions for clarification.	i. Ask questions. ii. Comment. iii. Paraphrase and summarize. iv. Retell events. v. Role-play.
02. Listen for literary response and expression.	a. Interpret and respond to a variety of oral presentations.	i. Use productions: Write and draw a response. ii. Group discuss to clarify and extend a read-aloud.
	b. Discuss similarities and differences between and among a variety of oral presentations.	i. Compare and contrast stories, songs, and poems.
03. Listen for critical analysis and evaluation.	a. Listen for specific answers in order to respond with appropriate feedback.	i. Think, pair, and share. ii. Write and orally respond.
04. Listen to and follow directions.	a. Follow three-step oral directions.	i. Perform a sequence of directions to perform one or more of the following: • create an art project • perform an experiment • follow procedures

837. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:

01. Speak to share understanding of information.	a. Clearly communicate to a range of audiences for various purposes. • Speak in grammatically correct sentences with clarity and detail. • Use vocabulary appropriate for the age group.	i. Participate in whole class, small group, and individual discussions. ii. Perform plays. iii. During "share time," speak in front of a group. iv. Complete individual or group projects. v. Read orally for entire class. vi. Tell stories with appropriate expression, sound effects, and movements.
02. Speak for literary response and expression.	a. Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works.	i. Recite a choral reading, prose, or poem from memory. ii. Create a skit from a story and present to class. iii. Participate in Reader's Theatre.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. Work as a group to evaluate and provide possible solutions to one or more of the following: • community problems • classroom situations • friendship interactions
	b. Use causes and effects and similarities and differences to demonstrate a key point.	i. Use a graphic organizer or pro/con list to demonstrate cause and effect relationships. ii. Discuss a story that has a cause and effect relationship, An Egg Is An Egg.
	c. Use speaking skills to express opinions in a courteous and attentive manner.	i. Listen to verify understanding. ii. Take turns. iii. Raise pertinent questions. iv. Ask and respond to "who," "what," "when," "where," "why," and "what-if" questions. v. Exhibit audience sensitivity.

838. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Gain information from visual sources.	i. View drama, video, computer images, and other graphic sources to learn information and reinforce previous knowledge.
	b. Discuss main concept and supporting details within non-print media.	i. Identify the following literary elements within a film/video: • plot • setting

		• character • solution
02. View media sources for personal response and expression.	a. Explore media for ideas, relationships, and cultural awareness.	i. Respond orally or in writing to media.
03. View media to engage in critical analysis and evaluation.	a. Differentiate between fact and fantasy.	i. Discuss differences between fact and fantasy within stories, films and videos.
	b. With support, explain, compare and contrast a variety of presentations.	i. Compare and contrast two videos. ii. Compare and contrast a book with a film and video.
	c. With support, explore communications through non-print media.	i. Use graphs, pictographs, and charts in math, science, and social studies. Include titles and map keys to enhance understanding.

839. -- 841. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS ACHIEVEMENT STANDARDS GRADE 2

Sections 842 through 846

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

842. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	Use decoding and word recognition strategies to fluently read second-grade materials.	
	• **Phonics/Phonemic Awareness** a. Identify and name two or more words that rhyme.	i. Read poems and identify rhyming words. ii. Create a poem from specified rhyming words.
	b. Distinguish syllables within words.	i. Following teacher-modeling, respond by clapping or tapping syllables in multi-syllabic words.
	c. Recognize and use the following to decode words: • beginning, medial and ending sounds	i. Given pictures or orally-presented words, produce first, middle, and last sounds. ii. Using blends and digraphs, write tongue twisters.

	• consonant blends and digraphs • short and long vowels • r-controlled vowels • similarities among word structures such as word families, and syllabication rules	iii. Write poems that incorporate rhyming vowel combinations.
	d. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.	i. Using a variety of activities, build words that incorporate onset and rhyme. Examples include "-am," "-all," and "-ack." ii. Cooperatively create a chart of words comprised of root words with prefixes and root words with suffixes.
	e. Automatically read a bank of 150-200 high-frequency words.	i. Practice high-frequency words; see and hear them in meaningful sentences, such as, This is my house. ii. Play such games as "Clap, Chant, Write." (Month by Month Phonics, *Word Wall Activities*, P. Cunningham, 1998.)
	Reading Strategies • **Pre-Reading Strategies** f. Draw on prior knowledge, discussion, and generating of questions to predict text.	i. Use self-correcting strategies to improve comprehension: • ask, "Does this make sense?" • reread • use the first letter(s) as a clue • predict what would make sense • ask others
	g. Prior to reading text, preview illustrations and such opening pages of text as the title page, table of contents and other introductory pages.	
	• **Context Clues** h. Use context clues to choose correct meanings of identified words within a reading passage.	
	i. Monitor own reading comprehension by self-correcting and rereading.	
	j. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.	
	k. Use the following punctuation cues: commas, periods, question marks, apostrophes, and quotation	

	marks to guide meaning and oral fluently reading aloud.	
	• **Word Analysis Skills** 1. Apply knowledge of compound words, contractions, and homophones to determine word meanings and phrases.	i. Write a story using contractions: revise story without contractions. Decide which version sounds better. ii. Combine single words to make compound words. iii. Read aloud funny sentences that use homophones such as "I'm too weak this week" and edit the sentence for correct spelling.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres. • Identify and compare plots, setting, and characters of two stories. • Retell basic plots of folktales, legends, fables, and fairy tales.	i. Recognize and analyze literary elements through the following: • teacher read-alouds • shared reading • guided reading • self-selected reading ii. Read a selection and discuss its problem and resolution; list traits of each major character. iii. Re-enact two versions of a fable in which the main character outsmarts himself: The Fox And The Hen.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Retell a story and include setting, plot, and characters.	i. In written and oral form(s), retell a story including setting, plot, and characters.
	b. Identify the following story elements within a literary text: • characters and their traits and motivations which determine causes for actions • setting • sequential events of a plot, including a clear beginning, middle and end • problems and solutions	i. Examine characters and plots across multiple episodes. ii. Relate unfolding events in terms of themes and cause and effect relationships.
	c. Recall and recognize relevant details in a passage by responding to questions asking "who," "what," "where," and "when."	i. Identify details within a story. ii. Access story details to respond to questions related to the story.
	d. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.	i. Read a selection and identify the causes and subsequent effects of events.
	e. Draw logical conclusions based on information read.	i. Read about a science concept and make inferences. ii. Read about a habitat and discuss

		animals that live within that environment.
	f. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.	i. Categorize read-aloud books as fiction, nonfiction, realistic, and make-believe. ii. Read sentences and distinguish between facts and opinions.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate information using dictionaries, encyclopedias, and informational books: • recognize alphabetical order • name and use the following book parts: title page, table of contents, and glossary	i. Research and write about a topic using appropriate resources. Begin learning about the importance of avoiding plagiarism. ii. Write the names of such items as holidays and science experiment materials in alphabetical order to the second letter. iii. Examine components of a book and discuss how each is used.

843. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate understanding and application of writing process steps: • brainstorming • drafting • teacher conferencing • revising • editing • publishing • sharing	i. In a daily writing workshop format, write in a variety of forms and for a variety of audiences. Incorporate the following writing modes: • narrative • descriptive • informational • communicative • prose
	b. Legibly write in a variety of formats to record, generate, and reflect upon ideas.	i. Use correct spacing and letter formation.
	c. Use technology to create a piece for publication.	i. Use computer software to produce a final draft that is suitable for publication.
	d. Identify and use appropriate style for audience and purpose of writing.	i. Discuss intended audience and purpose of writing with the class.
	e. Develop a writing vocabulary and skills for using words.	i. Follow literature models: • discuss words that give meaning to story • create charts of new words • use context to define words

02. Write and edit for correctness and clarity.	a. Apply rules and conventions for the following: • grammar • punctuation • capitalization • spelling	i. Participate in mini lessons based on authentic writing experiences. ii. Analyze errors during point-of-need conferencing. iii. Be accountable to use known skills during drafting process. iv. Use the following to practice, use, and apply conventional spelling in daily writing: • word families • irregularly-spelled high-frequency words • homophones • suffixes and prefixes • plurals • individual word lists • *Word Wall Activities*
	b. Develop sentences that incorporate a clear and focused main idea; incorporate supportive details and examples that are appropriate to topic, audience, and purpose: • Use appropriate word choices, sentence structure, transitions, and organizational techniques. • Write for personal and practical needs.	i. Within whole or small groups, create and build sentences. ii. Create synonym charts for such common words as "said." iii. Use literature to develop sequencing skills. iv. Write messages, diaries, journals, thank-you notes, friendly letters, narratives, and step-by-step directions.
03. Write a narrative essay which aligns with the fourth grade Direct Writing Assessment	a. Create a narrative composition that provides an introduction, middle, and end sequence; establish and support a central idea and include simple facts and details.	i. Retell a story in sequence. ii. Write step-by-step instructions for a familiar activity. • Correctly use sequence words: "first," "next," "last," and "then."
	b. Write and publish original creative works which incorporate descriptive language.	i. Broaden use of adverbs and adjectives. • Use colorful illustrations to list describing words for content or action. • Expand a basic sentence. ii. Explore cinquain and haiku poetry.

844. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Participate in discussion to activate background knowledge. ii. Follow short, simple directions; answer comprehension questions.

	b. Listen to gain enrichment and information about various cultures.	i. Use effective listening strategies when doing the following: • interviewing • listening to stories • relating information to personal experiences
	c. Use such responsive listening skills as retelling and asking questions for elaboration and clarification.	i. Use "how," "why," and "what-if" questions to discuss text. ii. Retell a story.
02. Listen for literary response and expression.	a. Listen to and record information from oral presentations.	i. Participate in group discussions by taking turns responding and asking questions for clarification.
	b. Note similarities and differences between and among a variety of oral presentations.	i. Compare and contrast using Venn diagrams and same/different lists.
03. Listen for critical analysis and evaluation.	a. Listen for answers to specific questions and for specific purposes in response to nonfiction.	i. Demonstrate understanding of text by creating a poster. ii. Write a summary/response log.
	b. Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.	i. Identify an appropriate word to match a rhyme pattern.
04. Listen to and follow directions.	a. Frequently provide opportunities for students to follow verbal directions.	i. Perform a sequence of directions to complete one of the following: • an art project • a science experiment • classroom procedure

845. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures.	i. Retell a story. ii. Prepare and present a report using information from various content areas. iii. Teach a specific skill to another student.
	b. Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.	i. Orally present step-by-step directions to perform a familiar activity. ii. Use gestures and motions with a story, song, or poem. iii. Sign a song or story.

02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	i. Recite a choral reading, prose, or poem from memory. ii. Create a skit from a story and present to class. iii. Participate in Readers' Theatre.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. Work within groups to evaluate and provide possible solutions to one or more of the following: • community problems • classroom situations • friendship interactions ii. Discuss an underlying theme or message when interpreting fiction.
	b. Use causes and effects and similarities and differences to demonstrate a key point.	i. Use a Venn diagram and a pro/con list to demonstrate cause and effect relationships. ii. Discuss a story that includes a cause and effect relationship. Examples include Fortunately, Unfortunately, That's Good, That's Bad and The Diggingest Dog.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.	i. Listen well and verify understanding. ii. Take turns. iii. Raise pertinent questions, • Use "who," "what," "when," "where," "why," and "what-if" questions. iv. Exhibit cultural sensitivity.

846. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify traditional and non-print media as sources of information.	i. View a film or video to enhance a science or history concept. ii. Compare a film/video to the novel on which it is based. iii. Use internet as a resource.
	b. Determine main concept and supporting details within non-print media.	i. Identify literary elements within a film/video: • plot • setting • character • solution
02. View media sources for personal response and	a. Demonstrate understanding of significant relationships, ideas, and	i. Compare and contrast a novel setting with film/video setting.

expression.	cultures which various media represent.	ii. Respond orally or in writing to media.
03. View media to engage in critical analysis and evaluation.	a. Differentiate between fact and opinion.	i. Determine whether films/videos present fact and opinion information.

847. -- 849. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS ACHIEVEMENT STANDARDS
GRADE 3

Sections 850. -- 854.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

850. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	Use decoding strategies to fluently read third-grade materials.	
	• **Phonics** a. Employ multiple strategies to identify words using spelling patterns and syllabication.	i. Incorporate inflected endings: add "ing" and "ed" to base words: humming, hummed. ii. Drop final silent "e" before adding suffix that begins with a vowel: baked. iii. Use self-correcting strategies to improve comprehension: • ask "Does this make sense?" • reread • use the first letter(s) as a clue • predict what would make sense • ask others
	b. Use phonics cues to automatically decode words and cueing strategies to fluently read third grade text.	i. Demonstrate fluency in oral reading.
	• **Context Cues** c. Use context cues to determine correct meanings of identified words within a reading passage.	i. Identify verbs as "action words." ii. Explain how the following sentence conventions contribute to meaning: initial capital, period, question mark, exclamation mark, comma, and paragraph indentation. iii. When orally reading, use pacing and intonation to convey meaning of text.
	d. Recognize words that signal	i. Read a set of instructions that

	transitions to determine sequence and meaning of text.	includes transition words: first, second, then, next, and last. Follow to show understanding.
	e. Recognize relationship between a pronoun and its referent.	i. Locate the following pronouns within text: "he," "she," "it," "I," "me," and "you." Identify to whom pronoun refers. ii. Discuss meanings of nouns in terms of function: "Water is for drinking," features: "Water is for drinking," features: "Water is wet" category: "Water is a liquid."
	• **Word Analysis Cues** f. Apply knowledge of contractions, synonyms, antonyms, synonyms, homonyms, and multiple meanings to determine meanings of words and phrases.	
	g. Use knowledge of root words to determine meanings of unknown words within a passage.	i. Use a thesaurus to locate synonyms and antonyms.
	• **Syntax Cues** h. Use knowledge of written language to anticipate words when reading.	i. Use syntax clues to determine meanings of new words.
	i. Before, during, and after reading, locate information to clarify text structure and content.	i. Preview a table of contents, index, heading, captions, illustrations, and major words to anticipate and predict the content and purpose of a reading selection. ii. Use graphic organizers to predict and categorize information. iii. Create K-W-L charts (What do I KNOW, What do I WANT to know, What have I LEARNED) to connect prior knowledge to enhance comprehension of text. iv. Identify text elements related to the following: 1) narrative: character, setting, and plot: 2) expository: cause and effect, sequence and problem/solution. v. Use prior knowledge and the following information presented within text to make predictions about text: cover, illustrator, author, titles, topic sentences, and key words.
	j. Locate and gather information for	i. Use encyclopedias and other

	a variety of purposes.	multimedia reference materials to gather information. ii. Read such functional and instructional messages in the classroom environment as announcements, labels, instructions, menus, and invitations. iii. Use a dictionary, glossary, and index to gather information. iv. Conduct internet research. v. Gather information from charts, graphs, and maps. vi. Use SQ3R strategy: Survey, Question, Read, Recite, and Review.
	k. Paraphrase and summarize text.	i. In own words, rewrite a selected passage; include most important ideas. ii. Create reports, dioramas, and other projects that summarize stories.
	l. Draw inferences and conclusions from text.	i. Visualize story and participate in class discussion. ii. Examine reasons for a particular character's actions and account for a situation and motive.
	m. Identify language and literary devices: • mood • tone • style • figurative language • format	i. Demonstrate understanding of figurative language by illustrating. ii. Locate beginning, middle, and end of a story. iii. Describe setting, problem, and solution of a story. iv. Use role playing to imitate a story's main character. v. Discuss why the author chose particular words to create mood.
	n. Determine main idea within a text and identify relevant details and facts.	i. Determine main idea and supporting details from content area reading.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.	i. List elements of a fairy tale. ii. Compare and contrast fiction and nonfiction. iii. Compare and contrast different versions of the same fairy tale.
	b. Evaluate new information and relate to known information and ideas.	i. Identify and compare personal experiences to those described in the reading selection. ii. As a class, develop K-W-L charts in order to clarify information. iii. Make connections with text-text, text-self, and text-world.

	c. Compare and contrast information about same topic after reading two or more passages or articles.	i. Read multiple books by same author and identify differences and similarities. ii. Gather several sources related to weather and use information to construct a project.
	d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.	i. Read independently at home and at school on a daily basis. ii. Read and respond to newspapers and magazine articles. iii. Follow step-by-step instructions.
	e. Identify cause and effect and statements of fact and opinion.	i. Identify cause and effect relationships and events within a given story. ii. Distinguish between statements of fact and opinion within text.
	f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.	i. Sort scrambled storyboard-cartooning squares and arrange in chronological order. ii. Retell a text passage stating main ideas and relevant supporting details.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Explain how a different setting can affect an author's purpose. ii. For a text given, identify author's purpose: to entertain, to persuade, or to inform.
	b. Identify the following story elements within a literary text: • characters and their traits • setting • sequencing of main events • problems and solutions	i. Identify main character. ii. Describe how a character changes from the beginning to the end of a selection. iii. Identify time and place of setting. iv. Create a story map to illustrate main events.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use appropriate strategies when reading for the following purposes: • comprehension • locating information • personal enjoyment	i. Identify and use reference materials, experts, and multimedia resources to locate information. ii. Within written materials, identify uses of graphics, layout, white space, parentheses, italics, and other visual aids.
	b. Generate questions about important and interesting issues.	i. Write "who," "what," "when," "where," "why," and "how" questions related to a self-selected topic. ii. Read draft of information report to a peer and invite peer to ask what further information he/she would

		like to learn.
	c. Organize and interpret information to draw a logical conclusion based on an investigation.	i. Create a chart or graph to relay information. ii. Follow written directions.
05. Read for technical information.	a. Identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information.	i. Determine appropriate applications of reference materials. • dictionary • thesaurus • atlas • encyclopedia • internet ii. Use search engine to locate information on internet.
	b. Identify use of graphics, graphs, tables, and diagrams, parentheses, italics, and bold print.	i. Recognize author's purpose for bold print, italics, and parentheses. ii. Produce a visual aid.
	c. Identify text structure.	i. Explain how organization of a dictionary assists reader to locate words such as guide words. ii. Explain use of headings in content areas. iii. Skim for boldfaced words to find definitions.
	d. Locate and demonstrate understanding sequence words.	i. Identify three sequence words within a text that give directions such as a recipe. ii. Explain why sequence words are important for texts that give directions.

851. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate understanding and application of the writing process: • brainstorming • drafting • teacher conferencing • revising • editing • publishing • sharing	i. Participate in writing workshops to share ideas, respond to drafts, and provide constructive feedback. ii. Use rubrics to assess own writing and determine area of need. iii. Select various pieces to publish. iv. Read own published material to an audience of peers, parents, and younger students.
	b. Legibly write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, note, and journals. ii. Compare a friendly letter using the five parts:

		• date • greeting • body • closing • signature iii. Use the correct spacing and letter format.
	c. Identify and use appropriate style and vocabulary for audience and purpose.	i. Write for such specific purposes as the following: letters to the editor, thank you letters, birthday cards, stories, narrative, and presentations.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: • grammar • punctuation • capitalization • spelling	i. Use a variety of sentences to produce a piece of writing: statement, question, exclamation, and command. ii. Use the Direct Writing Assessment Scoring Standard, a checklist, and handbook to guide proofreading. iii. Apply rules of capitalization in written work. iv. Practice and apply spelling rules in daily writing: • Double the final consonant of a word that ends with c-v-c pattern (consonant-vowel-consonant) before adding a suffix: -ing, -ed. • Add "s" to words ending in"y" preceded by a vowel: key/keys. • Drop the final "e" before adding a suffix that begins with a vowel: have/having. • Add "es" to nouns that end with "s," "sh," "ch," or "x" to form plurals. • Keep the final "e" when adding a suffix that begins with a consonant: late/lately. • Change the "y" to "i" when adding a suffix to words that end in consonant "y," unless the suffix begins with "i," add "s" to most nouns to form plurals: friend/friends. • Change "f" or "fe" to "ves to some nouns to form plurals: half/halves. v. Write legibly by appropriately selecting cursive or manuscript. vi. Correctly spell derivatives: -tion, -ment, and -ly. vii. Approximate the use of quotation marks. viii. Demonstrate the use of commas in a

		list. ix. Spell third-grade high-frequency words with ninety percent accuracy.
	b. Develop a paragraph that incorporates a clear and focused main idea that is supported by details and examples that are appropriate to topic, audience, and purpose. • Use topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization. • Write for personal and practical needs.	i. Write messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions.
03. Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.	a. Create a multiple-paragraph narrative composition that provides an introductory paragraph that establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.	i. Given a writing prompt, write a narrative essay that demonstrates correct paragraphing with main idea and supportive detail sentences. ii. Create an effective lead introductory sentence. iii. Create an effective conclusion.
	b. Write and publish original creative works that incorporate figurative and descriptive language.	i. Produce short stories, narrative essays, poetry, and plays. ii. Generate self-selected topics and respond, rework, revise, edit, and proofread. iii. Engage in activities that encourage broad use of adverbs and adjectives. • use colorful illustrations to list describing words for content or action • expand a basic sentence iv. Explore cinquain and haiku poetry.

852. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Follow short, simple directions for classroom procedures and activities. ii. Demonstrate understanding of information through spoken directions, speeches, plays, advertising, and personal conversations. iii. Use rhyme to create or finish

		poetry, songs, and chants. iv. Determine words that have been logically omitted from an orally presented piece.
	b. Listen to gain enrichment and information about various cultures.	i. Listen and respond to the language, speech, music, folk stories, drama, poetry, dialect, and theatre of various cultures.
	c. Demonstrate effective interpersonal listening skills.	i. Check for understanding by asking questions, paraphrasing, summarizing, using appropriate body language, and taking notes. ii. Role-play effective listening strategies. iii. Participate in small group discussions to generate new ideas, solve problems, and make decisions.
02. Listen for literary response and expression.	a. Listen to and record information from oral presentations.	i. Ask a specific question by paraphrasing one of speaker's key points. ii. Write brief notes of key points. iii. Listen to recorded information and make a web or list of what has been learned.
	b. Note similarities and differences between and among a variety of oral presentations.	i. Compare and contrast songs, poems, plays, and readers' theatre.
03. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.	i. Evaluate oral presentations: book talks, reports, and interviews. ii. Assess own and others' communication strengths and needs to set goals for improvement.

853. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.	i. Present findings on topic of interest. ii. Use HyperStudio or other multimedia presentation. iii. Teach a lesson to a partner.
	b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflexion, volume,	i. Match students for peer tutoring. ii. Present accurate directions to a classmate for "how-to" presentations.

	phrasing, physical gestures, and eye contact.	
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	i. Share four important facts about a classmate after interviewing. Dramatize readers' theatre. ii. Recite a poem from memory.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. Research a school or community problem. ii. Brainstorm and use gathered data to present solution(s) to the class.
	b. Use causes/effects and similarities/differences to demonstrate a key point.	i. Identify some cause/effect relationships in school; students who ride buses arrive on time; walkers may not. ii. Identify similarities and differences between two school playgrounds; explain reasons why one does/does not adequately serve students' needs.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: • listen well and verify understanding • avoid monopolizing conversations • raise pertinent question • exhibit cultural sensitivity	i. Following an oral presentation, develop relevant questions within a small group. ii. Role-play appropriate/inappropriate listening behaviors.
	d. Demonstrate ability to critique own oral presentation.	i. After viewing video of own oral presentation, select three ways to improve.

854. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify traditional and non-print media as sources of information.	i. Locate information using an electronic encyclopedia and the internet. ii. List three main points from a content area video.
	b. Determine main concept and supporting details within non-print media.	i. Use viewing skills to determine main idea. ii. After viewing a fictional piece, recall the story elements.
02. View media sources for	a. Demonstrate understanding of	i. Identify relationships between our

personal response and expression.	significant relationships, ideas, and cultures which various media represent.	communities and others.
	b. Compare effectiveness of media presentations.	i. Evaluate peer presentations with a rubric/checklist.
03. View media to engage in critical analysis and evaluation.	a. Interpret data from charts, graphs, and maps.	i. Compare same information using bar graphs, pie charts, pictographs, and line graphs. ii. Identify symbols on a map key.
	b. Differentiate between fact and opinion.	i. View commercials and distinguish between facts and opinions.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. With guidance, explore use of multiple visual tools to produce visuals.	i. Design a project that includes oral, written, and graphic displays. ii. Develop a presentation using such software as PowerPoint and HyperStudio. iii. Find a graphic on the internet or clip art program and print it.

855. – 857. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS ACHIEVEMENT STANDARDS
GRADE 4
Sections 858 through 862

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

858. READING.
Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	Use decoding strategies to fluently read fourth-grade materials.	
	• **Phonics** a. Use spelling pattern syllabication and other strategies to identify words.	i. Listen to orally presented two- to four-syllable words. Write letters that spell the accented, unaccented, first, middle, or last syllable. ii. Listen to orally presented two- to four-syllable words. Write "a," "e," "i," "o," or "u" to represent sound of first, second, third, middle, or last syllable.
	b. Use phonics cues to automatically	

	and accurately identify and pronounce words.	
	• **Word Analysis** c. Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.	i. Use a thesaurus to locate four words or phrases that mean the same as the following: "lot," "table," and "rock."
	d. Use knowledge of root words to determine meanings of unknown words within a passage.	i. Identify meanings of such "drop" idioms as the following: drop in, eavesdrop, drop off, and backdrop.
	• **Context Clues** e. Use context clues to choose correct meanings of identified words within a reading passage.	i. Select a known word within text and identify three words or phrases that assist to clarify its meaning.
	f. Recognize relationship between a pronoun and its referent.	i. Find the following pronouns within text: he, she it, I, me, and you. Within text, identify to whom the pronoun refers.
	g. Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.	i. Read a simple recipe that includes such transition words as "first," "second," "then," "next," and "last."
	• **Sentence Structure** h. Use knowledge of written language to anticipate words when reading.	i. Anticipate nouns following noun markers: a, an, the.
	i. Use knowledge of written language to comprehend text.	i. Recognize how such elements of text structure as the following contribute to meaning: initial capital, period, question mark, exclamation mark, comma, and paragraph indentation.
	j. Before, during, and after reading, locate information to clarify text structure and content.	i. Preview materials to understand structure and anticipate content. ii. Use a table of contents, index, headings, captions, illustrations, and major words to anticipate and predict content and purpose of a reading section. iii. Use such text organizers as type, headings, and graphics to predict and categorize information. iv. Connect prior knowledge to enhance comprehension of text. v. Identify text elements related to the following modes of writing: 1)

		narrative: character, setting, and plot, 2) expository: cause and effect, sequence, and problem/solution. vi. Identify structural patterns within an informational text. vii. Use prior knowledge and ideas presented within text to make predictions: illustrations, titles, topic sentences, key words, and foreshadowing clues. viii. Use organizational patterns and relationships between complete texts and segments, paragraphs, and sentences to understand various kinds of texts.
	k. Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.	i. Use mnemonic devices to understand and remember words, phrases, and information from reading material. ii. Use dictionaries to determine appropriate word meanings.
	l. Locate and gather information for a variety of purposes.	i. Use encyclopedias and other electronic and print reference materials to gather information. ii. Use a dictionary and glossary to gather information. iii. Conduct internet research. iv. Gather information from charts, graphs, and maps. v. Gather information from periodicals.
	m. Paraphrase and summarize text.	i. In own words, rewrite selected passage; include most important ideas. ii. Write book reports that summarize stories.
	n. Draw inferences and conclusions from text.	i. Participate in a class discussion about a passage or story selection. ii. Construct questions about a specific topic.
	o. Identify language and literary devices: • mood • tone • style • figurative language • format • structure	i. Recognize similes and metaphors. ii. Identify such forms of poetry as free verse, rhyme, haiku, and cinquain. iii. Locate the beginning, middle, and end of a story. iv. Describe the setting of a story. v. Identify a story's main characters.
	p. Determine main idea or essential	i. Read about a significant historical

	message within a text and identify relevant details and facts.	person; describe his/her goals and challenges. ii. Determine main idea and supporting details from content area reading.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.	i. Discuss and role-play differences between a fairy tale and a fable. ii. Compare and contrast fiction, historical fiction, and nonfiction. iii. Perform role in a readers' theatre setting.
	b. Evaluate new information and hypotheses by testing against known information and ideas.	i. Write a narrative that identifies and compares personal experiences to those described within a reading selection. ii. Before reading a text about a particular topic such as koalas, write three already known facts about the topic. Read text. Determine if text confirmed, contrasted, and extended known facts.
	c. Compare and contrast information about same topic after reading two or more passages or articles.	i. Create a Venn diagram; draw connections between literary works and related themes. ii. Draw connections to relate literature to personal experiences.
	d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.	i. Read and respond to newspapers and magazine articles. ii. Follow step-by-step directions within technical material. iii. Research periodical information. iv. Develop habit of independently reading thirty minutes daily.
	e. Distinguish between cause and effect and fact and opinion within expository text.	i. Evaluate an expository essay. ii. Sample historical writings and documents to identify facts and opinions. iii. Identify causes and effects within Idaho historical events.
	f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.	i. Retell a text passage or events within a novel's chapter; state main idea and relevant supporting details and facts. ii. Sort scrambled storyboard-cartooning squares and arrange in chronological order.
03. Read a variety of traditional, technical, and electronic materials for critical	a. Identify author's purpose and describe how language, setting, and information support purpose	i. Relate new pieces of literature to previously-read pieces with similar purposes.

analysis and evaluation.	within literary text.	ii. Explain how a different setting can affect an author's purpose. iii. Identify author's purpose for a given piece (to entertain, to persuade, or to inform).
	b. Identify the following story elements within a literary text; • characters and their traits and motivations to determine causes for actions • setting • main events of plot • point of view • problems and solutions	i. Identify main characters. ii. Describe how a character changes from the beginning to the end of a selection. iii. Describe characters' traits and how they contribute to plot. iv. Identify time and place of setting. v. Discuss how setting influences plot. vi. Identify a story's climax. vii. Complete a story map to illustrate plot. viii. Identify problems encountered by characters, attempts at solving problems, and resolutions of problems. ix. Describe how attempts to solve one problem can lead to another problem.
	c. Compare and contrast information from multiple sources.	i. Identify tales from various cultures and explain similarities and differences among them. ii. Compare use of fact and fantasy in historical fiction with other forms of literature. iii. Demonstrate understanding that multiple sources may be used to verify information and contradict information. iv. Relate reader's background to text information. v. Identify discrepancies among sources.
	d. Use personal or objective criteria to do the following: • draw conclusions • make inferences • decide meanings • form opinions • make judgments	i. Explain how reader is like or different from a story character. ii. Make connections with text-to-text, text-to-self, and text-to-world. iii. Explain reasons for conclusions a reader draws. iv. Use information from multiple places within same text to make inferences. v. Explain personal experiences in order to make inferences about text. vi. Determine definitions of new vocabulary within context. vii. Infer definitions from examples.
	e. Distinguish between statements of	i. Identify facts and opinions within

	fact and opinion and identify cause and effect relationships within narrative and expository text.	news articles ii. Analyze advertisements to identify statements of fact and opinion. iii. Analyze grade-level content area text to identify causes and effects.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use appropriate strategies when reading for the following purposes: • full comprehension • locating information • personal enjoyment	i. Identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information. ii. Within written materials, identify uses of graphics, layout, white space, parentheses, italics, and other visual aids.
	b. Generate questions about important and interesting issues; use discussion to narrow research.	i. Write "who," "what," "when," "where," "why," and "how" questions related to a self-selected topic. ii. Read draft of information report to a peer; invite peer to ask what further information he/she would like to learn.
	c. Organize and interpret information to draw logical conclusion based on investigation.	i. Use such organizational strategies as sequence patterns, lists, problem/solution patterns, story maps, introduction, body, beginning/middle/end, and conclusions. ii. Follow written directions.
	d. Present acquired information in the form of a letter, report, story, and poster.	i. Incorporate computer-generated illustrations into a written report. ii. Identify typical types of information: letter, report, story, and poster.
05. Read for technical information.	a. Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.	i. Locate reference materials. ii. Use search engine to locate information on internet. iii. Determine appropriate applications of reference materials: • dictionary • thesaurus • almanac • atlas • encyclopedia
	b. Identify use of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.	i. Determine relationship of text to illustration. ii. Recognize author's purpose for such layout features as italics, bold print, and parentheses.

		iii. Use such organizational strategies as outlining, lists, problem/solution, patterns, introduction, body, and conclusions.
	c. Identify format of various technical and reference texts.	i. Explain differences among structures of various reference materials. ii. Explain purposes for various text structures among reference materials.
	d. Locate and understand sequence words.	i. Read and interpret written directions. ii. Create classroom and personal lists of sequence words.

859. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate understanding and application of writing process: • brainstorm • draft • revise • edit • publish	i. Participate in writing workshops to share ideas, respond to drafts, and provide constructive feedback. ii. Use student-friendly scoring standards to assess own writing and determine an area needing improvement.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, notes, and journals. ii. Use collected notes to determine a self-selected topic for further study.
	c. Identify and use appropriate style and vocabulary for audience and purpose.	i. Write narratives that relate ideas, observations, and memories; provide context for reader to imagine world of event or experience. ii. Use concrete sensory details and provide insight into why a particular incident is memorable.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: • grammar • punctuation • capitalization • spelling • legibility	i. Use the Fourth-Grade Direct Writing Assessment Scoring Standard, a checklist, and handbook to guide proofreading. ii. Write a variety of sentences such as declarative and interrogative, imperative, and exclamatory to produce a piece of writing. Employ beginning and proper noun capitalization, correct high frequency spelling, subject-verb

		agreement, pronouns and antecedents, series commas, quotation marks for dialogue, and end punctuation. iii. Apply rules of capitalization in written work. iv. Practice, use, and apply spelling rules in daily writing. v. Double the final consonant of a word within accented final syllable and which ends with a single vowel and consonant before adding a suffix that begins with a vowel (control, controlling). vi. Add "s" to words ending in vowel "y" preceded by a vowel (key/keys). vii. Drop the final "e" before adding a suffix that begins with a vowel (have/having). viii. Add "es" to nouns that end with "s," "ss," "sh," "ch," or "x" to form plurals. ix. Keep the final "e" when adding a suffix that begins with a consonant (late/lately). x. Change the "y" to "i" when adding a suffix to words that end in consonant "y," unless the suffix begins with "i." xi. Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (get/getting). xii. Add "s" to most nouns to form plurals (friend/friends). xiii. Change "f" or "fe" to "v" and add "es" to some nouns that end in "f" or "fe" (half/halves, knife/knives). xiv. Write legibly by appropriately selecting cursive or manuscript. xv. Break down parts of speech by diagramming simple, compound, and complex sentences. xvi. Spell fourth-grade high-frequency words with ninety percent accuracy.
	b. Develop a paragraph that incorporates a clear and focused main idea and is supported by details and examples that are appropriate to topic, audience, and purpose. • Incorporate topic sentences, appropriate word choices and sentence structure, transitions,	i. Write thank-you notes. ii. Write an introduction for a speaker. iii. Write a sample eulogy.

	paragraphing, indentation, and organization. • Write for personal and practical needs; messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions.	
03. Write a narrative essay which align with the Fourth Grade Direct Writing Assessment.	a. Create a multiple-paragraph narrative composition that provides an introductory paragraph and establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.	i. Incorporate dialogue into a composition to move plot. ii. Explain importance of an effective lead. iii. Include the following story elements: plot, character, setting, and point of view.
	b. Write and publish original creative words that incorporate figurative and descriptive language.	i. Produce short stories, narrative essays, poetry, and plays. Incorporate metaphor, simile, personification, and alliteration. ii. Identify a metaphor and simile within literature; explain meaning of each. iii. Write for such personal and practical needs as the following: messages, diaries, journals, and friendly letters.

860. LISTENING

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Follow short, simple directions about the system of classroom procedures and activities. ii. Analyze the accuracy of a historical drama.
	b. Listen to gain enrichment and information about various cultures.	i. Respond to an oral presentation about another culture. ii. Use effective listening strategies when interviewing a source regarding Idaho history.
	c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.	i. Learn and role-play effective listening strategies for participation in peer editing groups. ii. Effectively listen to peer and teacher responses within group discussion and paraphrase when appropriate. iii. Participate in small group

		discussions to generate new ideas, solve relevant problems, and make appropriate decisions. iv. Ask for clarification and elaboration of key points of a lecture.
02. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. Ask speaker a specific question by paraphrasing one of his/her key points. ii. Ask speaker for further clarification related to relevant topic. iii. Discuss main idea with a partner.
	b. Note similarities and differences between and among a variety of oral presentations.	i. Evaluate a readers' theatre and stage plays. ii. Compare and contrast a reader's theatre and stage play presentations.
03. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.	i. As a follow-up oral presentation, discuss, analyze, and record basic components of presentation with a partner. Share findings with class. ii. Using grade-level appropriate scoring standard, listen to and evaluate a videotaped oral presentation.

861. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflexion, volume, phrasing, physical gestures, and eye contact.	i. Present accurate directions to a classmate for making a peanut butter sandwich. ii. Demonstrate how to sell a product. iii. Sign a story while another student reads it.
	b. Plan and deliver an oral presentation that incorporates appropriate grammar, and vocabulary, as well as effective use of illustrations, pictures, and charts.	i. Present an oral book report to small group or entire class., ii. Present an oral report related to a science or history project to a small group or entire class. iii. Teach a science lesson to a partner, small group, or entire class.
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	i. Dramatize original poetry of a selected piece of prose or poetry. ii. Recite a teacher-selected prose or poem from memory.
	b. Orally read or recite a poem.	

03. Speak for critical analysis and evaluation.	a. Express opinions and solutions to problems.	i. Research a school or community problem. Brainstorm and use gathered data; present solution to class. ii. Work in small groups to debate a hypothetical issue.
	b. Use causes and effects and similarities and differences to demonstrate a key point.	i. Identify some cause/effect relationships in school. Example: Students who ride buses arrive on time; walkers may not. ii. Identify similarities and differences between two school playgrounds; explain reasons why one does/does not adequately serve students' needs.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: • listen well and verify understanding • avoid monopolizing conversations • raise pertinent questions • exhibit cultural sensitivity	i. Following an oral presentation, develop three relevant questions within a small group. ii. Listen to an orally presented second grader's story; with reader, briefly discuss story's meaning.

862. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify a variety of visually-presented material: books, films, videos, and internet.	i. View a science video to enhance a concept (information). ii. Compare and contrast a novel to a film (literature).
	b. Determine main concept and supporting details within non-print media.	i. Write a summary of a viewed presentation that informs. ii. Identify literary story elements within a film.
02. View media sources for personal response and expression.	a. Demonstrate understanding of significant relationships, ideas, and cultures which various media represent.	i. Compare a novel's description of a story's setting with a movie's presentation. ii. Explain some specific purposes for television.
	b. Compare effectiveness of media presentations.	i. Compare video presentations of same story. ii. Use Venn diagram to compare productions of similar stories.

03. View media to engage in critical analysis and evaluation.	a. Interpret literal and figurative meanings of communication.	i. Relate main idea which a commercial is attempting to convey. ii. Explain strategies a commercial uses to persuade views such as watch a McDonalds commercial and ask: "What is this ad trying to convince you to do?" (Eat at McDonalds) "What did you see that encouraged you to go to McDonalds?" (Bright colors, fun activities, happy faces, and delicious-looking food.)
	b. Differentiate between fact and opinion.	i. View commercial. Determine which words lead reader to believe an opinion is a fact. ii. Identify facts within a five-minute documentary clip.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. With guidance, explore use of multiple visual tools to produce visuals.	i. Design a project that includes oral, written, and graphic displays. ii. Design a presentation using such software as PowerPoint and HyperStudio. iii. With classmates create a two-minute video.

863. – 865. RESERVED.

865. – 867. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS ACHIEVEMENT STANDARDS
GRADE 5
Sections 868 through 872

The samples associated with the content standard are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

868. READING.
Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	Use decoding strategies to fluently read fifth-grade materials.	
	• **Phonics** a. Use spelling patterns, syllabication, and other strategies to identify words.	i. Listen to orally-presented two -to five-syllable words; write letters that spell the accent ed, unaccented, first, middle, or last syllable. ii. Listen to orally-presented two- to five-syllable words. Write "a," "e," "i," or "u" to represent sound of first, second, third, middle, or last syllable. iii. Recognize how such elements of text structure as initial capital, period, question mark, exclamation mark, comma, and paragraph indentation contribute to meaning.
	b. Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.	i. Identify meanings of such "drop" idioms as the following: drop in, eavesdrop, drop off, and backdrop.
	• **Word Analysis** c. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.	i. Use a thesaurus to locate four words or phrases that mean the same as the following: "deck," "scoop," and "bridge." ii. Use "tele" or "phone" with various endings and illustrate.
	• **Context Clues** d. Use context clues to choose correct meanings of identified words within a reading passage.	i. Select a known word within content area text and identify three words or phrases that assist to clarify its meaning.
	e. Recognize words that signal transitions to determine sequence	i. Read a narrative that includes such transition words as then, next, last,

	as well as contribute to text's meaning.	and before; reconstruct events in order.
	• **Sentence Structure** f. Use knowledge of written language to anticipate words when reading.	i. Anticipate nouns following noun markers: "a," "an," and "the." ii. Fill in blanks in a predictable passage such as Mad Libs.
	g. Use knowledge of written language to comprehend text.	
	h. Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.	i. Preview materials to understand structure and anticipate content. ii. Study a picture and caption. Create own text for a younger interpretation. iii. Based on pictures within a text, predict a selection's plot.
	i. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.	i. Use dictionaries/thesauri to determine meanings and related words. ii. Learn a variety of memorization techniques, such as concentration, bingo, and acronyms.
	j. Locate, gather, and synthesize information for a variety of purposes.	i. Use reference materials, internet, and current periodicals. ii. Gather a collection of favorite poems.
	k. Paraphrase and summarize text.	i. In own words rewrite a selected passage; include most important ideas. ii. Replace characters in a story and recreate story with animals.
	l. Draw inferences and conclusions from text.	i. Construct ending of an incomplete passage. ii. Read a passage about a well-known place and infer its name from the description.
	m. Identify language and literary devices: • mood • tone • style • figurative language • format • structure	i. Recognize similes and metaphors. ii. Identify such forms of poetry as free verse, rhyme, haiku, and cinquain. iii. Locate the beginning, middle, and end of a story. iv. Identify a story's main characters.
	n. Determine main idea or essential message within a text and identify	i. Read about a significant historical person; describe his/her goals and

	relevant details and facts.	challenges. ii. Determine main idea and supporting details within content area reading.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.	i. Use a historical character to create a tale. ii. Compare and contrast fiction, historical fiction, and nonfiction. iii. Perform in a readers' theatre role.
	b. Activate and draw upon prior experiences to connect to reading selections.	i. Write a narrative that identifies and compares personal experiences to those described within a reading selection. ii. Before reading a text about a particular topic such as koalas, write three already known facts about the topic. Read text and determine if text confirms, contrasts, or extends known facts.
	c. Compare and contrast information about same topic after reading two or more passages or articles.	i. Create a Venn diagram; draw connections between literary works and related themes. ii. Draw connections to relate literature to social studies and science.
	d. Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning.	i. Read and respond to newspaper and magazine articles. ii. Follow step-by-step directions in technical material. iii. Research periodical information. iv. Develop habit of independently reading thirty minutes daily.
03. Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Relate new pieces of literature to previously-read pieces with similar purposes. ii. Explain how a different setting can affect an author's purpose. iii. Identify author's purpose for a given piece (to entertain, persuade, or inform).
	b. Explain literary text according to the following elements: • characters and their traits and motivations to determine causes for actions • setting • main events of plot and relevant causes and effects • point of view • plot structure • theme	i. Identify main characters. ii. Describe how a character changes from the beginning to the end of a selection. iii. Describe characters' traits and how they contribute to the plot. iv. Identify time and place of setting. v. Discuss how setting influences plot. vi. Identify a story's climax. vii. Complete a story map to illustrate plot. viii. Identify problems encountered by

	• conflict and resolution	characters, attempts at solving problems, and resolutions of problems. ix. Describe how attempts to solve one problem can lead to another problem. x. Extend learning with examples of flashback and foreshadowing.
	c. Compare and contrast information from multiple sources.	i. Identify tales from various cultures and explain similarities and differences among them. ii. Compare use of fact and fantasy in historical fiction with and in other forms of literature. iii. Demonstrate understanding that multiple sources may be used to verify information and contradict information. iv. Relate reader's background to text information. v. Identify discrepancies among sources.
	d. Use personal or objective criteria to do the following: • draw conclusions • make inferences • decide meanings • form opinions • make judgments	i. Explain how a reader is like or different from a story character. ii. Make connections with text-to-text, text-to-self, and text-to-world. iii. Explain reasons for conclusions a reader draws. iv. Use information from multiple places within same text to make inferences. v. Explain personal experiences in order to make inferences about text. vi. Infer definitions from examples.
	e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.	i. Identify facts and opinions within a new article. ii. Analyze advertisements to identify statements of fact and opinion. iii. Analyze grade-level content area text to identify causes and effects.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use appropriate strategies when reading for the following purposes: • full comprehension • locating information • personal enjoyment	i. Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. ii. Within written materials, identify uses of graphics, layout, white space, parentheses, italics, and other visual aids.
	b. Generate questions about important and interesting issues to	i. Write "who," "what," "when," "where," "why," and "how"

	narrow topic(s) for research.	questions related to a self-selected topic. ii. Read draft of information report to a peer; invite peer to ask what further information he/she would like to learn.
	c. Organize and interpret information to draw logical conclusions based on investigation.	i. Use such organizational strategies as sequence patterns, lists, problem/solution patterns, story maps, introduction, body, beginning/middle/end, and conclusions. ii. Follow written directions.
	d. Combine acquired information for presentation.	i. Incorporate computer-generated illustrations into a written report. ii. Identify typical types of information: letter, report, story, and poster.
05. Read for technical information.	a. Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.	i. Locate reference materials. ii. Use search engines to locate information on internet. iii. Determine appropriate applications of reference materials: • dictionary • thesaurus • almanac • atlas • encyclopedia
	b. Identify uses of graphics, graphs, tables and diagrams, parentheses, italics, and bold print.	i. Determine relationship of text to illustration. ii. Recognize author's purpose for such layout features as italics, bold print, and parentheses. iii. Use such organizational strategies as outlining, lists, problem/solution patterns, introduction, body, and conclusions.
	c. Describe format of various technical and reference texts.	i. Identify numbers, letters, and words that indicate sequencing of information. ii. Match graphics with explanations or related information within text. iii. Locate tables of contents, indices, and appendices within textbooks and other materials.
	d. Read, understand, and apply technical information.	i. Use information from expository sources to construct a terrarium or animal habitat that will sustain life. ii. With much support and guidance,

		create a computer spreadsheet or database following written directions.

869. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Understand and apply steps of the writing process: • brainstorm • draft • revise • edit/proofread • publish	i. Participate in the writing process to share ideas and create rough drafts. ii. Use peer editing and self-revision to improve a piece of writing. iii. Publish by preparing a final hard copy or informally sharing.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, notes, and journals. ii. Use collected notes to determine a self-selected topic for further study.
	c. Identify and use appropriate style and vocabulary for audience and purpose.	i. Write narratives that relate ideas and provide context for reader. ii. Write an expository piece using topics across curriculum.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: • grammar • punctuation • capitalization • spelling • legibility	i. Apply fundamental rules and conventions for grammar, punctuation, and capitalization. ii. Use dictionaries and spell checkers to correct spelling errors.
	b. With support, incorporate a variety of elements of writing: • alliteration • figurative language • personification • vocabulary	i. Incorporate such targeted skills as alliteration and figurative language into writing. ii. Use such resources as a dictionary and thesaurus to develop targeted skills.
	c. Develop a paragraph: • incorporate a clear and focused main idea • support main ideas with details and examples that are appropriate to topic, audience, and purpose • use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization	i. Write a paragraph about a cross-curricular topic. ii. Write from personal and practical needs: messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions.

03. Write a narrative essay that aligns with the Fourth Grade Direct Writing Assessments.	a. Create a multiple-paragraph narrative composition that includes the following: • an introductory paragraph to establish and support a central idea • supporting paragraphs with thoughtful transitions, simple facts, details, and explanations • a concluding paragraph that summarizes key points • proper indentation	i. Include an effective lead/topic sentence. ii. Incorporate the following story elements: plot, characters, setting, and point of view.
	b. Write and publish original creative words that incorporate figurative and descriptive language.	i. Produce short stories, narrative essays, poetry, and plays. ii. Incorporate one or more of the following elements: alliteration, hyperbole, idioms, similes, metaphors, personification, and vocabulary.

870. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Follow short, simple directions related to classroom procedures and activities. ii. Analyze logic, accuracy, and relevancy of information.
	b. Listen to gain enrichment and information about a variety of cultures.	i. Respond to an oral presentation. ii. Use appropriate eye contact and respond with appropriate questions and comments.
	c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.	i. Effectively listen to peer and teacher responses within group discussions and paraphrase when appropriate. ii. Participate in small group discussion to generate new ideas, solve relevant problems, and make appropriate decisions. iii. Ask for clarification and elaboration of key points of a lecture.
02. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. In written form, respond to an oral presentation. ii. Provide opportunities for immediate response to orally presented information.

	b. Identify similarities and differences between and among a variety of oral presentations.	i. Compare and contrast specific presentations. ii. Evaluate connections to curriculum.

871. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Use oral communication for various purposes and audiences that incorporate the following: • variety of word choices • inflection • volume • phrasing • physical gestures • eye contact	i. Present step-by-step directions for completing a simple task to a partner, small group, or class. ii. With teacher direction, participate in a "jigsaw" activity requiring each student to present newly-learned information.
	b. Plan and deliver an oral presentation that incorporates the following: • appropriate grammar • vocabulary • illustrations, pictures, and charts	i. Orally present to a small group or entire class. ii. Teach a concept or skill to a partner, small group, or entire class. iii. Present accurate directions for completing a task to a classmate or small group. iv. Demonstrate how to sell, create a product, or market an idea.
02. Speak for literary response and expression.	a. Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.	i. Dramatize a selected piece of prose or poetry. ii. Relate a personal or literary story.
	b. Read orally or recite poem.	i. From a variety of poets, self-select a poem to share. ii. Read a teacher- or student-selected sample of prose or poetry.
03. Speak for critical analysis and evaluation.	a. Express opinions and solutions to problems.	i. Research a school or community, age-appropriate problem. Brainstorm, gather data, and present solution. ii. Work in small groups to debate an appropriate issue.
	b. Uses causes and effects and similarities and differences to demonstrate a key point.	i. Identify some cause/effect relationships in home, school, and community. ii. Record likeness and differences between two specific items.

	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: • listen carefully and verify understanding • avoid monopolizing conversations • raise pertinent questions • exhibit cultural sensitivity	i. Listen attentively to an oral presentation. ii. Provide verbal feedback that demonstrates understanding of information. iii. Raise valid and relevant questions. iv. Demonstrate respect for others' perspectives.

872. VIEWING.

Rationale: Use viewing skills to understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify a variety of visually-presented materials: books, films, videos, and internet.	i. View a variety of such resources as internet, video, film, and books for a specified topic. ii. Write or present information to demonstrate understanding.
	b. Determine main idea and supporting details within non-print media.	i. Write a summary of a viewed presentation that informs. ii. Identify literary story elements within a video/film.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented within various media.	i. Compare a novel to its movie version. ii. Explain purposes for print versus film version of similar information.
	b. Compare effectiveness of media presentations.	i. Based on specified criteria, compare sources. ii. Share located information with a small or large group.
03. View media to engage in critical analysis and evaluation.	a. Interpret literal and figurative meanings of communication.	i. Determine main idea of a video. ii. Explain strategies a commercial/video uses to persuade viewers.
	b. Differentiate between facts and opinions.	i. View five-minute clip to determine words that lead viewer to believe it is factual. ii. View five-minute clip to identify words that offer an opinion.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Create a print media visual.	i. Design visual aids that display specified information. ii. Share a visual in a small and large group.

	b. With guidance, explore uses of visually-presented materials.	i. Design a presentation that incorporates such software as PowerPoint or HyperStudio. ii. Within small groups, create a two-minute video.

873. -- 875. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS ACHIEVEMENT STANDARDS
GRADE 6
Sections 876 through 880

The samples associated with the content standard are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

876. READING.
Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to construct sense of grade-level text: • graphophonic sources (letter/sound) • semantic sources (meaning/associations) • lexical sources (word analyses) • syntactic sources (structure of written language) • text elements (graphic elements, illustrations, and titles/subtitles)	i. Use phonic knowledge to decode unknown words. ii. Use context clues to determine word identification and meaning. iii. Apply knowledge of roots, affixes, contractions, compound words, and possessives to determine word meaning. iv. Use such punctuation as periods, commas, quotation marks, and semicolons as markers of meaning. v. Read illustrations and captions to assist comprehension.
	b. Search purposefully for particular information: • identify literal and inferential meanings. • search own background information to make meaning of text passages. • based on purpose for reading, search for most important information. • in order to understand plot development in narratives, search for information about characters and setting. • in order to understand text, search for such expository text structures as cause/effect, chronological,	i. Interpret figurative language. ii. To construct meaning, connect information throughout the same text, from different texts, and from reader's prior knowledge. iii. To prioritize importance of ideas, use graphic information: bold print, italics, underlining, and headings/subheadings.

	problem/solution, classification.	
	c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text: • synthesize information from text to anticipate outcomes. • use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.	i. When reading, use knowledge of graphophonic, syntactic, and semantic information to predict unfamiliar words. ii. Based on such items as titles, headings, subheadings, bold print, and illustrations, skim text to predict content. iii. Within literature circles, discuss predictions and reasons for predictions. iv. Pause while reading to purposefully recall information and experiences relevant to what is being read. v. Use what is known about an author and his/her style to predict and better understand text. vi. Read passage that includes foreshadowing and make predictions about future developments.
	d. Reconsider a response against more than one source of information from grade-level text.	i. Consider whether information from a text matches reader's personal experiences or knowledge of a topic. ii. Pause when reading to compare running text with graphic information. iii. Consider graphophonic information and meaning to accurately decode challenging vocabulary.
	e. Confirm or self-correct predictions in response to grade level text.	i. Question self to determine if reader is correctly conveying meaning. ii. Use the following strategies to clarify meaning: rereading, reading ahead, asking questions to text, and retelling what has happened.
	f. Draw inferences and conclusions from text.	i. Infer meaning and draw conclusions from explicitly-stated textual information. ii. Infer meaning and draw conclusions from implied textual information. iii. Infer meaning and draw conclusions by connecting textual information in text to reader's prior knowledge.

	g. Identify literary devices: • mood • tone • style • figurative language	i. Articulate personal feelings about or emotional responses to a reading selection. ii. Compare and contrast tones of various reading selections. iii. Examine and discuss various authors' styles. iv. Within a selection, locate and discuss uses of figurative language: similes, metaphors, and personification.
	h. Determine main idea or essential message within a text and identify relevant details and facts.	i. After reading a novel or passage, discuss main idea. ii. After reading an expository selection, relate supporting facts to main ideas using such graphic organizers as a web, outline, or diagram.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.	i. Explain differences among literary genres. ii. Use genre knowledge to compare and contrast selections. iii. Identify universal themes and pieces of themes.
	b. Activate and draw upon own experiences to connect to reading selections.	i. Before reading, free-write personal experiences that relate to the topic of a particular text. ii. Compare and contrast own experiences with those described in text.
	c. Relate social, cultural, and historical aspects of literature to reader's personal experience.	i. Describe how a main character's motives and actions are influenced by the society, culture, and historical period reflected by the story's setting. ii. Compare and contrast the society, culture, and historical period reflected within a selection to that of the reader.
	d. Analyze narrative literature according to the following text elements: • character • setting • plot structure • theme • point of view	i. Demonstrate understanding that characters are developed through actions, reactions, thoughts, speech, and author's comments. ii. Assess importance of setting. iii. Analyze and evaluate how conflict drives a plot and affects characters. iv. Draw inferences from text to identify theme, draw conclusions, and make predictions. Develop new ideas and unique interpretations related to text.

	e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.	i. Interview parents and other adults to identify types of texts and purposes for reading both on the job as well as outside the job. ii. Identify such appropriate sources for locating specific information as yellow pages for contracting businesses, ads for price comparisons, and manuals for how-to instructions. iii. Bring a children's book to class to illustrate how reading can teach important life skills and enhance friendships such as Rose and Michael.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Relate new pieces of literature to previously-read pieces with similar purposes. Explain how a different setting affects author's purpose. ii. Identify information within a literary piece that is critical for developing author's purpose. iii. State various purposes for which authors write: to entertain, to persuade, to inform, or to connect knowledge of literary pieces to state purposes.
	b. Analyze literary text for following story elements: • characters • setting • point of view • plot structure • theme	i. Demonstrate understanding that characters are developed through actions, reactions, thought, speech, and author comment. ii. Identify time, place, and mood of a selection. iii. Use plot curve/story map to exhibit exposition, situation, rising action, climax, falling action, and denouement. iv. With justification, explain the theme of a given piece. v. Identify the following types of conflict within text: person versus person, person versus self, person versus nature, person versus society, and person versus fate. vi. Identify and discuss resolution.
	c. Compare and contrast information from multiple sources.	i. Use multiple sources to verify or contradict information. ii. Identify differences between reader's background knowledge and text information. iii. Provide possible explanations for discrepancies between/among sources.

		iv. Analyze character traits and use that information to compare and contrast tales from various cultures. v. Identify bias within text.
	d. Use personal or objective criteria to do the following: • draw conclusions • make inferences • determine meanings • form opinions • make judgments	i. Make connections from text-to-text, text-to-self, and text-to-world. ii. Share opinions and judgments about fiction and nonfiction. iii. Use inferences to synthesize text information. iv. Demonstrate understanding of terms and concepts defined in examples/non-examples and comparisons.
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	i. Identify facts and opinions within commercials and documentaries. ii. Analyze grade-level content area text to identify causes and effects.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use questions to guide reading: • identify type of information required to answer a specific question • use reasonable resources for answering questions • read for purpose of answering specific questions	i. Identify whether a question is asking "who," "what," "when," "where," or "why" information. ii. Skim text to preview its usefulness in providing desired information. iii. Apply information from textbooks, encyclopedias, atlases, periodicals, electronic media, and primary sources.
	b. Systematically organize new information from expository text.	i. After reading a given text, complete a skeleton outline. ii. Use note cards to record information from text. iii. Highlight or underline key words and important information.
	c. Synthesize what has been read: • identify main idea and supporting details • identify important information, patterns, and themes • connect new information with prior knowledge to enhance understanding and memory • ask new questions • use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text	i. Review notes. Record questions in note margin as needed for clarification or provide for additional information. ii. Use K-W-L study strategy (What you KNOW, What you WANT to learn, and What you have LEARNED.) iii. Write essay and summary in response to reading. iv. Use visual graphics to demonstrate understanding of concepts and relationships.
05. Read for technical information.	a. Read, understand, and apply technical information.	i. Read and follow written directions for constructing a model or playing

		a game. ii. Read and follow directions for reprogramming a VCR or digital phone.
	b. Identify and use comprehension strategies to understand technical text.	i. Preview technical text by reading headings/subheadings, bold-faced words, schematics, pictures, charts, and other visual information. ii. Slow reading rate to assist comprehension of challenging text. iii. Reread text when meaning is unclear.
	c. Apply knowledge of the following elements to understand text: • graphics • highlighting techniques • organizers	i. Read and interpret charts, graphs, maps, diagrams, and tables. ii. Use bold-faced print, italics, font size, underlining, color, and bulleted information to locate specific information. iii. Use headings/subheadings, captions, sidebar, and footnote information to clarify meaning.
	d. Identify organization of technical texts.	i. Identify numbers, letters, and words that indicate sequencing of information. ii. Match graphics with explanations or related information within text. iii. Locate tables of contents, indices, and appendices within manuals.
	e. Apply technical information to complete tasks.	i. Use information from expository sources to construct a terrarium or animal habitat that will sustain life. ii. Follow simple word processing procedures on a personal computer.

877. WRITING.

Rationale: Students write to demonstrate skills and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Understand and use steps of the writing process: • brainstorm • draft • revise • edit • publish	i. Brainstorm (1) Share ideas, respond to his/her/other drafts and provide constructive feedback. (2) Generate ideas for writing topics. (3) Use such brainstorming techniques as free writing and clustering. (4) Use life experiences as a basis for writing ideas. ii. Draft

		(1) Write a rough draft. iii. Revise (1) Use self-evaluation techniques to assess own writing and determine an area needing improvement. (2) Use such organizing techniques as outlining. (3) Edit a written composition for meaning; discard irrelevant sections. (4) Vary sentence structure. (5) Use vivid, non-repetitive, precise, and appropriate words. (6) Rearrange ideas to enhance meaning. (7) Use proper paragraph structure. (8) Revise for unity, coherence, and sentence structure. iv. Edit (1) Apply standard rules and conventions to proofreading work. (2) Use appropriate peer editing and self-editing techniques. v. Publish (1) Share finished product in a variety of settings. (2) Submit work to school, local, or national publication.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, notes, and journals for the following purposes: • to express self • to inform • to create • to explain • to persuade • to entertain
	c. Identify and use appropriate style and vocabulary for a particular audience.	i. Select precise and appropriate words that are suitable to audience.
02. Write and edit for correctness and clarity.	a. Determine and apply rules and conventions for the following: • grammar • punctuation • capitalization • spelling • legibility	i. Grammar (1) Demonstrate proficiency using subject-verb agreement, pronouns, verbs, and modifiers. (2) Use a variety of sentence types: declarative, imperative, interrogative, and exclamatory. (3) Use complex sentence structure. (4) Use appositives to increase

		sentence variety. (5) Apply appropriate word usage to specific applications. (6) Identify parts of speech within a sentence or paragraph: nouns, pronouns, verbs, interjections, and modifiers. (7) Identify and correct sentence fragments and run-ons. (8) Identify sentence subject and predicate. (9) Use a thesaurus to find and use synonyms and antonyms in written work. ii. Punctuation (1) Follow proper rules regarding periods, commas, quotation marks, titles, apostrophes in contractions and possessives, and abbreviations. iii. Capitalization (1) Use to begin proper nouns. (2) Use to begin adjectives, titles, and sentence beginnings within a quote. iv. Spelling (1) Practice, use, and apply spelling rules in daily writing. (2) Use appropriate prefixes and suffixes. (3) Identify base words. (4) Identify meaning of some Latin and Greek roots. (5) Spell sixth-grade high-frequency words with ninety percent accuracy. (6) Correctly spell commonly misspelled words with ninety percent accuracy. (7) Correctly use homonyms.
	b. Incorporate a variety of elements of writing: • alliteration • figurative language • simile • metaphor • personification • vocabulary	
	c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.	i. Write descriptive, compare/contrast, and cause/effect paragraphs. ii. Use specific supporting details. iii. Write clear introductions and

	• Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources. • Choose tone, voice, style, mood, and persona that are appropriate for various purpose, disciplines, and audiences.	conclusions. iv. In writing, summarize the main idea and supporting details in a piece of writing.
03. Write to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.	i. Use resources such as newspapers, magazines, manuals, internet sites, encyclopedias, CD-ROM, almanacs, dictionaries, and literary works from which to collect.
	b. Produce documents in appropriate format to inform and explain.	i. Respond in writing to a teacher-prepared expository prompt.
04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	i. Compare artist's painting style to an author's style when contained in the same novel. ii. Contrast similar stories, fables, folktales, and myths from various cultures. iii. Respond to a particular piece of literature and relate to own experiences.
	b. Appropriately use a thesis and supporting evidence.	i. Write an evaluative essay of a favorite book or movie. ii. Respond to essay questions in paragraph form. Use a topic sentence, supporting details, and conclusion.
	c. Write and publish original creative works that include figurative and descriptive language.	i. Produce samples of poetry, friendly letters, business letters, short stories, essays, summary reports, and personal narratives. ii. Incorporate simile, metaphor, personification, alliteration, and imagery.
05. Write to critically analyze and evaluate.	a. Analyze for the following elements: • purpose • ideas • style • structure • effectiveness	i. Compare an author's purposes from several of author's books. ii. Analyze author's effectiveness to write persuasively. iii. Compare/contrast such poetic elements as rhyme, rhythm, figurative language, and meter. iv. Analyze elements using personal, peer, and professional writing,

		current events, visual and performing arts, advertising, and political/civic discourse. v. Compare such elements in formal and informal poetry as rhyme scheme, figurative language, rhythm, and voice. vi. In a small group, write and act out dialogues that might occur between a student and a friend, a student and a parent, and a student and a teacher.
	b. Use a thesis/main idea and appropriate supporting evidence to persuade and inform a specific audience.	i. Produce a critique, review, proposal, and editorial. ii. Explain personal perspective related to the arts or other cultural perspective.
	c. Use writing to persuade.	i. Write a response analyzing the effectiveness of print advertising and commercials. ii. Compare a letter of inquiry to an imaginary employer using a business letter format.
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of technological and informational resources to do the following: • appropriately paraphrase, quote, and cite to avoid plagiarism • formulate thesis or focus and relevant support • formulate and support main idea with evidence	i. Practice note taking. Include two-column and outlining. ii. Produce news articles, individual and collaborative reports, brochures, proposals, critiques, and multimedia presentations. iii. Create a research paper: • choose and limit topic; prepare research questions • locate reference materials; prepare bibliography and note cards and paraphrase resource materials • gather relevant information from at least two sources • outline gathered information • write a two-to-three page report
	b. Present research findings.	i. Share research findings with a younger audience via a "trade show" presentation. ii. Display finished work in media center, hallways, or other areas of the school. iii. Produce classroom publication for distribution.
07. Write technical information.	a. Produce technical document.	i. Identify, select, and prioritize web sites.

		ii. Communicate with others via computer. iii. Interpret and organize information. iv. Prioritize existing list of web sites. v. Send e-mail to fellow sixth graders related to a content-area topic. vi. Interpret and organize information using the internet and HyperStudio to create a multimedia presentation. vii. Arrange and format text with a processor.

878. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.	i. Follow directions about the school system and classroom procedures. ii. Listen to material: organize and enhance listening by taking notes. iii. Summarize key points and main ideas from assembly speaker. iv. Duplicate geometric drawings from oral directions; compare to original for accuracy.
	b. Develop listening skills to gain enrichment and information about various cultures.	i. Respond to an oral presentation about another culture using a compare/contrast activity. ii. Identify and describe characteristics and forms of language across cultures.
	c. Develop use of effective interpersonal listening skills.	i. Conduct a peer interview and accurately restate information. ii. Write thank-you letter to a guest speaker and include three key points of speech. iii. Know and demonstrate appropriate listening behaviors in the classroom, auditorium, and other various settings.
02. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. Discuss story elements after listening to a recorded play, book, or short story. ii. Summarize plot after teacher reads story. iii. Record two versions of a story and direct students to listen for details left out of second version.
	b. Locate similarities and differences within a variety of oral	i. Compare and contrast the film version and an oral reading of a

	presentations.	book. ii. Critique student oral presentations using a report format.
03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communications and non-verbal cues.	i. Describe how language choice and delivery affect mood, tone, and message. ii. Distinguish between opinion and fact in such oral presentations as speeches, news, broadcasts, and advertising. iii. While listening to an oral book report, evaluate speaker's analysis of the book.
	b. Listen for sequencing.	i. After listening to an oral presentation, list major events in sequence. ii. Given oral directions to complete a task, list steps in order presented. iii. Listen to a short story and create story map or plot timeline.

879. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporates the following: • word choice • pronunciation • inflection/modulation • physical gestures • eye contact • posture	i. Identify a problem within the school, neighborhood, or community; in a speech, describe the problem and present a solution. ii. Present an oral book report to small group or entire class. iii. Present an oral report related to a science or history project to a small group or entire class.
	b. Plan and deliver oral presentations that effectively incorporate the following: • transitions • organization • support of main ideas • examples • response to questions and feedback • visual aids and appropriate technology	i. Present accurate directions to a classmate for making a new invention or product. ii. Demonstrate how to sell an invention or product. iii. Participate in a panel discussion. iv. Present short skits. v. View a televised sporting event and mute sound. Direct students to record own commentary.

02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.	i. Share an original piece of writing with a small group or entire class. ii. Select favorite piece of children's literature and present to audience pretending to be first graders. iii. Memorize and recite a poem to a group. iv. Role-play an event from a favorite novel. v. Create a talk show and interview a book's major characters; use plot to guide questions.
	b. Memorize and present a selected poem.	i. Recite a poem to a group. ii. Dramatize a reading of a poem.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Work in small groups to debate a classroom issue. ii. Using a fairy tale, present a main character's soliloquy to explain his/her perspective. iii. Present views related to a school issue to an administrator and discuss possible solutions.
	b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior.	i. Following an oral presentation, form small groups and formulate four questions in each group to present to entire class. (Provide ample time for students to participate in group discussions.) ii. Paraphrase speaker's message and clarify by asking specific questions.

880. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Use traditional and visually-presented materials (books, films, videos, internet).	i. View science and social studies video to enhance a concept. ii. Compare and contrast a novel to a film.
	b. Use viewing skills to determine main idea and collect data.	i. Using notes taken, identify main ideas of a video presentation. ii. Identify literary story elements within a film.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented in various media.	i. Compare/contrast characteristics of television and printed material. ii. Compare/contrast video and print

		versions of the same work in terms of main concept, supporting details, stereotypes, bias, and persuasion techniques. iii. Watch a subtitled foreign film clip. In small groups, create dialogue in English. Compare scripts.
03. View media to engage in critical analysis and evaluation.	a. Evaluate relationships, ideas, and cultures represented in various media.	i. Identify similarities between student's own culture and a presented culture.
	b. Critique, interpret, and evaluate non-print media.	i. Identify and explain video techniques to indicate a lapse in time. ii. Identify bias, persuasion, and propaganda techniques used in advertising.
	c. Apply knowledge gleaned from charts and graphs.	i. In small groups, interpret information presented in a chart or graph. ii. Create a school/classroom survey; chart data on a graph.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Demonstrate understanding of graphics, pictures, color, motion, and music.	i. Create storyboard with pictures to plot events in novel. ii. Use cuts from popular music CDs to complement mood of story. iii. Critique book jackets of familiar novels. iv. Create a "Wax Museum." Each student becomes a "mannequin" of favorite novel character.
	b. With support, apply technical skills to produce effective visuals.	i. Design a presentation using such software as PowerPoint and HyperStudio. ii. With classmate, create a two-minute video. iii. Design a CD cover and use to complement student-created lyrics/poetry.

881. -- 883. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS PERFORMANCE STANDARDS
GRADE 7
Sections 884 through 888

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

884. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read grade-level text: • graphophonic sources (letter/sound) • semantic sources (meaning/associations) • lexical sources (word knowledge) • syntactic sources (structure of written language) • text elements (graphic elements, illustrations, and titles/subtitles)	i. Use phonic knowledge to decode unknown words. ii. Use context clues to determine word identification and meaning. iii. Apply knowledge of roots, affixes, contractions, compound words, and possessives to determine word meaning. iv. Use such punctuation as periods, commas, quotation marks, and semicolons as markers of meaning. v. Read illustrations and captions to assist comprehension.
	b. Search purposefully for particular information: • identify literal and inferential meanings. • search own background information to make meaning of text passages. • based on purpose for reading, search for most important information. • in order to understand plot development in narratives, search for information about characters and setting. • in order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, and classification.	i. Interpret figurative language. ii. Connect information throughout the same text, from different texts, and from reader's prior knowledge to construct meaning. iii. Prioritize importance of ideas; use the following graphic information: bold print, italics, underlining, and headings/subheadings.
	c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text: • synthesize information from the text to anticipate outcomes. • use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.	i. Use knowledge of graphophonic, syntactic, and semantic information to predict unfamiliar words when reading. ii. Based on such items as titles, headings, subheadings, bold print, and illustrations; skim text to predict content. iii. Within literature circles, discuss predictions and reasons for predictions. iv. Pause while reading to purposefully recall information and experiences that are relevant to

		what is being read. v. Use what is known about an author and his/her style to predict and better understand text. vi. Read passage that includes foreshadowing and make predictions about future developments.
	d. Reconsider a response against more than one source of information from grade-level text.	i. Consider whether information from a text matches reader's personal experiences and knowledge of a topic. ii. Pause when reading to compare running text with graphic information. iii. Consider graphophonic information and meaning to accurately decode challenging vocabulary.
	e. Confirm or self-correct predictions in response to grade-level text.	i. Question self to determine if reader is making meaning. ii. Use fix-up strategies when meaning is unclear: rereading, reading ahead, asking questions of the text, and retelling what has happened so far.
	f. Draw inferences and conclusions from grade-level text.	i. Infer meaning and draw conclusions from information explicitly stated in text. ii. Infer meaning and draw conclusions from information implied in text. iii. Infer meaning and draw conclusions by connecting information in text to reader's prior knowledge.
	g. Identify literary devices: • mood • tone • style • figurative language	i. Articulate personal feeling about or emotional reaction to a reading selection. ii. Compare and contrast tones of various selections. iii. Examine and discuss different authors' styles. iv. Locate and discuss various uses of figurative language within a text: similes, metaphors, and personification.
	h. Determine main idea or essential message within a text and identify relevant details and facts.	i. After reading a novel or passage, discuss main idea. ii. After reading an expository selection, relate supporting facts to

		main ideas through a graphic organizer such as a web outline or diagram.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.	i. Explain differences among literary genres. ii. Use genre knowledge to compare and contrast selections. iii. Identify universal themes and pieces of themes.
	b. Activate and draw upon own experiences to connect to reading selections.	i. Before reading, free write personal experiences that relate to the topic of a piece. ii. Compare and contrast own experiences with those described in text.
	c. Relate social, cultural, and historical aspects of literature to reader's personal experience.	i. Describe how main character's motives and actions are influenced by the society, culture, and historical period reflected by a setting. ii. Compare and contrast the society, culture, and historical period reflected within a selection to that of the reader.
	d. Analyze narrative literature according to the following text elements: • character • setting • conflict • plot structure • theme • point of view	i. Demonstrate understanding that characters are developed through actions, reactions, thoughts, speech, and author comments. ii. Assess importance of setting. iii. Analyze and evaluate how conflict drives a plot and affects characters. iv. Use plot curve to show exposition, rising action, climax, falling action, and resolution. v. Draw inferences from text to identify theme, draw conclusions, and make predictions. Develop new ideas and unique interpretations related to text.
	e. Demonstrate understanding of how reading can provide enrichment, information, and serve as a tool for lifelong learning.	i. Interview parents and other adults in order to identify types of texts and purposes for reading both on and outside the job. ii. Identify appropriate sources for locating specific information such as yellow pages for contracting businesses, ads for price comparisons, and manuals for how-to instructions. iii. Read a children's book to class to illustrate learning important life

		skills through reading, Rosie and Michael, to enhance friendship.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Relate new pieces of literature to previously-read pieces with similar purposes. Explain how a different setting affects author's purpose. ii. Identify information within a literary piece that is critical for developing author's purpose. iii. State various purposes for which authors write: to entertain, to persuade, to inform, and to connect knowledge of literary pieces to state purposes.
	b. Analyze literary text for story elements: • characters • setting • plot structure • theme • conflict • resolution	
	c. Compare and contrast information from multiple sources.	i. Use multiple sources to verify or contradict information. ii. Identify differences between reader's background knowledge and text information. iii. Provide possible explanations for discrepancies between sources. iv. Analyze character traits and use that information to compare and contrast tales from different cultures. v. Identify bias in text.
	d. Use personal or objective criteria to do the following: • draw conclusions • make inference • determine meanings • form opinions • make judgments	i. Make connections from text-to-text, text-to-self, and text-to-world. ii. Share opinions and judgments about fiction and nonfiction. iii. Use inferences to synthesize text information. iv. Demonstrate understanding of terms and concepts defined in examples/non-examples and comparisons.
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	i. Identify facts and opinions within commercials and documentaries. ii. Analyze grade-level content area text to identify causes and effects.

04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use questions to guide reading: • identify type of information required to answer a specific question. • use reasonable resources for answering questions. • read for purpose of answering specific questions.	i. Identify whether a question is asking "who," "what," "when," "where," or "why" information. ii. Skim text to review its usefulness in providing desired information. iii. Apply information from textbooks, encyclopedias, atlases, periodicals, electronic media, and primary sources.
	b. Systematically organize new information from an expository text.	i. Fill in a skeleton outline after reading a given text. ii. Use note cards to record information from text. iii. Highlight or underline key words and important information.
	c. Synthesize what has been read: • identify main idea and supporting details • identify important information, patterns, and themes • connect new information with prior knowledge to enhance understanding and memory • ask new questions • use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text	i. Review notes. Record questions in note margin where clarification or additional information is needed. ii. Use K-W-L study strategy (What you KNOW, What you WANT to learn, and What you have LEARNED). iii. Write essay and summary in response to reading. iv. Use visual graphics to demonstrate understanding of concepts and relationships.
05. Read for technical information.	a. Read, understand, and apply technical information.	i. Read and follow written directions for constructing a model or playing a game. ii. Read and follow directions for reprogramming a VCR or digital phone.
	b. Identify and use comprehension strategies to understand technical text.	i. Preview technical text by reading headings/subheadings, boldfaced words, schematics, pictures, charts, and other visual information. ii. Slow reading rate to assist comprehension of challenging text. iii. Reread text when meaning is unclear.
	c. Apply knowledge of graphic elements to understand text: • graphics • highlighting techniques • organizers	i. Read and interpret charts, graphs, maps, diagrams, and tables. ii. Use boldfaced print, italics, size, underlining, color, and bulleted information to locate specific information.

		iii. Use headings/subheadings, captions, sidebar, and footnote information to clarify meaning.
	d. Identify organization of technical texts.	i. Identify numbers, letters, and words that indicate sequencing of information. ii. Match graphics with explanations or related information within text. iii. Locate tables of contents, indices, and appendices within textbooks and other manuals.
	e. Apply technical information to complete tasks.	i. Use information from expository sources to construct a terrarium or animal habitat that will sustain life. ii. Follow simple word processing procedures on a personal computer.

885. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Understand and use steps of writing process: • brainstorm • draft • revise • edit • publish	i. Use various genres and modes for writing: poetry and fables, narrative and expository. ii. Write coherent paragraphs.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, laboratory reports, and journals. ii. Write for a range of purposes: • to express self • to inform others • to create • to explain ideas • to persuade others • to entertain • to debate • to question
	c. Identify and use appropriate style and vocabulary for particular audience.	i. Use connotation and denotation to select appropriate vocabulary. ii. Replace all "passive" verbs with "active" verbs to strengthen voice and clarity.
02. Write and edit for correctness and clarity.	a. Determine and apply rules and conventions for the following: • eight parts of speech,	i. Demonstrate understanding of correct subject/verb agreement, verb tense, and use of modifiers.

	dependent and independent clauses, and common phrases to include prepositional participle and appositives • punctuation • capitalization • spelling • legibility	ii. Identify errors related to use of double negatives, redundancies, and homonyms. iii. Use the Eighth Grade Direct Writing Assessment Scoring Standard to guide proofreading. iv. Participate in peer editing process. Use student-friendly scoring standards and anchor papers. v. Spell seventh-grade high-frequency words in written work with ninety percent accuracy. vi. Identify and apply use of prefixes and suffixes with base words. vii. Practice, use, and apply spelling rules in daily writing. • Double final consonant of a word whose final syllable is accented and which ends with a single vowel and consonant before adding a suffix that begins with a vowel. • Add "s" to words ending in a vowel plus "y" (key/keys). • Drop the final "e" before adding a suffix that begins with a vowel (have/having). • Add "es" to nouns that end with "s" "ss," "sh," "ch," or "x" to make plural. • Keep the final "e" when adding a suffix that begins with a consonant (late/lately). • Change the "y" to "i" when adding a suffix to words that end in consonant "y" unless the suffix begins with "i." • Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (get/getting). • Add "s" to most nouns to form plurals (friend/friends). • Change "f" or "fe" to "v" and add "es" to some nouns that end in "f" or "fe" (half/halves, knife/knives).
	b. Incorporate a variety of elements of writing: • alliteration • figurative language • hyperbole • metaphor	i. Replace three adjectives in own writing with appropriate metaphors. ii. Replace overused and simplistic adjectives with more descriptive words.

	• personification • vocabulary	
	c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose. • Use topic sentences, appropriate word choices, variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources. • Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.	i. Write business documents, personal letters, letters to the editor, and essays. ii. Write thank-you notes. iii. Write an introduction for a speaker. iv. Write a laboratory and/or scientific report. v. In writing, present facts and directions, explain ideas, and define such terms as cause and effect relationships; compare and contrast.
03. Write to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.	i. Use such resources as newspapers, magazines, manuals, and literary works from which to collect data. ii. Practice note taking. Include listing main ideas, omitting unnecessary words, and using abbreviations.
	b. Produce documents in appropriate format to inform and explain.	i. Respond in writing to a teacher-prepared, written expository prompt once per grading period. ii. Evaluate own writing using the Eighth-Grade State Direct Writing Assessment Scoring Standard.
04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	i. Analyze two authors' styles. Write a response that imitates one of the authors' styles. ii. Write about a particular aspect of a piece of literature and relate to own experiences.
	b. Appropriately use a thesis statement and supporting evidence.	i. Write an evaluative essay of a favorite book or movie. ii. Respond to essay questions in paragraph form: include topic sentence, supporting details, and conclusion.
	c. Write and publish original creative works that include figurative and descriptive language.	i. Produce short stories, essays, poetry, and plays. ii. Incorporate metaphor, simile, personification, alliteration, imagery, consonance, and assonance.

05. Write to critically analyze and evaluate.	a. Analyze for the following elements: • purpose • ideas • style • structure • effectiveness	i. Analyze elements within persona, peer and professional writing, current events, visual and performing arts, advertising, and political/civic discourse. ii. Compare such elements in formal and informal poetry as rhyme, scheme, figurative language, rhythm, and voice.
	b. Use a thesis and appropriate supporting evidence to persuade and inform a specific audience.	i. Produce a critique, review, proposal, and editorial. ii. Explain personal perspective related to the arts or other cultural perspective.
	c. Use writing to persuade.	i. Identify persuasive language in posters, commercials, and other print. Create classroom list. ii. Use persuasive language in a letter to convince a friend to travel to a foreign country with you.
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of informational and technological resources to perform the following: • appropriately paraphrase, quote, and cite to avoid plagiarism. • consider motives, credibility, and perspectives of authors when selecting resource materials. • formulate thesis or focus and provide relevant support	i. Produce news articles, individual and collaborative reports, brochures, proposals, critiques, and multimedia presentations. ii. Incorporate geographical research process: • choose and limit topic; prepare research questions. • locate reference materials; prepare bibliography and note cards and paraphrase resource materials. • gather information from at least two sources; select relevant information. • summarize information into a one- to two-page report. • bookmark and create files for information gathered from the internet.
	b. Present research findings.	i. Locate information within reference materials that compares, contrasts, defines, and explains two or more things. ii. Summarize data collected in research notes.
07. Write technical information.	a. Locate specifically-named sources.	i. Identify, select, and prioritize web sites. ii. Communicate with others via computer.

		iii. Interpret and organize information.
	b. Produce technical document.	i. Arrange and format text with a processor. ii. Combine visual text to create multimedia presentations.

886. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.	i. Summarize a television news report. ii. Summarize an interview with a school employee or other adult.
	b. Develop listening skills to gain enrichment and information about various cultures.	i. Choose two stories from different cultures for a classroom presentation. ii. Choose two musical selections that demonstrate cultural differences for a classroom presentation. iii. Develop awareness and sensitivity to various dialects, accents, and speech patterns of multicultural communities.
	c. Develop use of effective interpersonal listening skills.	i. Conduct a peer interview and accurately restate information. ii. Write a personal response to a guest speaker. iii. Monitor own attitudes, behaviors, and speech to eliminate verbal and nonverbal barriers while listening.
02. Listen for literary response and expression.	a. Respond to a variety of oral presentations.	i. After listening to a recorded play, book, or short story, discuss story elements. ii. After a teacher orally reads a story, summarize plot. iii. Use responsive listening skills; paraphrasing, summarizing, and asking questions for elaboration and clarification.
	b. Locate similarities and differences within a variety of oral presentations.	i. In small groups, compare and contrast songs, poems, and dramatic readings. ii. Discuss author's purpose for choosing type of oral presentation.
03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory	i. Use appropriate criteria to evaluate oral contributions and presentations of others.

	communication and nonverbal cues.	ii. Upon listening to speaker, student distinguishes between speaker's opinions and verifiable facts. iii. Identify nonverbal messages found in television advertising. iv. Tape record musical selections that express emotion, tone, or mood found in literary pieces.
	b. Listen for sequencing.	i. After listening to an oral presentation, list major events. ii. Given oral directions to complete a task, list the steps in order as given.

887. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences which appropriately incorporates the following: • word choice • pronunciation • inflection/modulation • physical gestures • eye contact • posture	i. Watch a clip from a news or talk show and discuss how use of volume, stress, pacing, and pronunciation allowed some people on the show to be more effective speakers than others. ii. Explain to class how to get from one location to another within the school environment. iii. Present an oral interpretation of a poem, children's story, monologue, or dramatic scene to an audience. iv. Conduct a job interview with a classmate; one student will play role of employer and the other, an employee. v. Present a radio play modeled on an event from literature.
	b. Plan and deliver oral presentations that include the following: • transitions • organization • support of main ideas • examples • response to questions and feedback • visual aids and appropriate technology	i. Present a mock trial using a character from literary selection. ii. Participate in a panel discussion of an issue pertinent to the literature. iii. Prepare a television advertisement using videotaped content area material. iv. Prepare and present oral summary of conclusions reached in a group activity on solving a current social problem in the community.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic	i. Study the language patterns and techniques used by such authority figures from many cultures such as Chief Joseph, Martin Luther King,

	readings.	Elie Wiesel, John Kennedy; create a presentation that imitates those techniques. ii. Share an original poem with an audience. iii. Participate in a book/film discussion.
	b. Memorize and present a selected poem.	i. Recite a poem to a group. ii. Dramatize a reading of a poem.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Prepare and present oral summary of conclusions reached in a group activity on solving a current social or economic problem in the community. ii. Debate a contemporary social/political issue in the school environment.
	b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior. • listen well and verify understanding • avoid monopolizing conversations • raise pertinent questions • exhibit cultural sensitivity	i. Using a cost/response activity with chips, participate in a group discussion by donating one chip for each oral contribution. ii. Pair/share for one to two minutes about assigned topic.

888. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Viewing for information and understanding.	a. Identify a variety of visually-presented material: books, films, videos, and internet.	i. List significant events within a video presentation. ii. Identify one new idea gleaned from a video presentation.
	b. Use viewing skills to determine main idea and collect data.	i. Identify main idea of a video presentation. ii. List significant details presented in an informational video presentation.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented in various media.	i. Discuss the culture represented in a viewed selection. ii. Illustrate relationships represented in a viewed selection.
03. View media to engage in critical analysis and	a. Evaluate relationships, ideas, and cultures represented in various	i. Identify similarities between own culture and the culture presented on

evaluation.	media.	video. ii. Write a personal response to presented ideas.
	b. Critique, interpret, and evaluate non-print media.	i. Analyze a slogan for literal meaning. ii. Argue why a slogan is or is not effective.
	c. Apply knowledge gleaned from charts and graphs.	i. Based upon information presented in a chart or graph, write a summary paragraph. ii. Create a chart or graph to represent printed information.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Demonstrate understanding of graphics, pictures, color, motion, and music.	i. Critique book jackets of familiar picture books. ii. Discuss content and structure of a theme song and explain how they support the genre of the visual presentation.
	b. Apply technical skills to produce effective visuals.	i. Create a book jacket for an autobiography. ii. Create a diorama to share a viewed selection. iii. Create a PowerPoint or Hyper Studio presentation.

889. -- 891. (RESERVED).

IDAHO LANGUAGE ARTS/COMMUNICATIONS ACHIEVEMENT STANDARDS GRADE 8

Sections 892 through 896

The samples associated with the content standard are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

892. READING.

Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read grade-level text. • graphophonic sources (letter/sound) • semantic sources (meaning/association) • lexical sources (word knowledge) • syntactic sources (structure of	i. Use phonic knowledge to decode unknown words. ii. Use context clues to determine word identification and meaning. iii. Use knowledge of roots, affixes, contractions, compound words, and possessives to determine word meaning. iv. Use such punctuation as periods, commas, quotation marks, and

	written language) • text elements (graphic elements, illustrations, titles/subtitles)	semicolons as markers of meaning. v. Read illustrations and captions to assist comprehension.
	b. Search purposefully for particular information: • identify literal and inferential meanings • search own background information to make meaning of text passages • search for most important information based on purpose for reading • search for information about characters and setting to understand plot • development in narratives • search for expository text structures such as cause/effect, chronological, problem/solution, and classification to understand text	i. Use idioms, personifications, analogies, metaphors, and similes to comprehend literal and figurative meanings of words, phrases, and extended text. ii. Connect information throughout text to make inferences. iii. Use quick-writes to purposefully remember prior knowledge about topic of the reading passage. iv. Highlight or take notes about important information and key words read. v. Describe character traits and importance to plot. Discuss how the setting influences the plot. vi. Purposefully select a graphic organizer suited to organizing information written in a specific text structure. (Use Venn diagram to organize information to compare and contrast text information.)
	c. Predict alternatives or probabilities in text on basis of prior knowledge and information within text. • synthesize information from text to anticipate outcomes. • use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.	i. After reading grade-level text, discuss and explain understanding of key concepts. ii. Analyze style of genre to better understand text. iii. Analyze changes in predictions throughout reading of text. iv. Pause in reading to purposefully recall information and experiences relevant to what is being read.
	d. Reconsider a response against more than one source of information of grade-level text.	i. Consider whether information from text matches reader's personal experiences and knowledge of the topic. ii. Pause when reading to compare running text with graphic information. iii. Consider graphophonic information and meaning to accurately decode challenging vocabulary.
	e. Confirm or self-correct predictions in response to grade-level text.	i. Question self to determine if meaning is being made. ii. Use such fix-up strategies when meaning is unclear such as rereading, reading ahead, asking

		questions of the text, and retelling what has happened so far.
	f. Identify literary devices: • mood • tone • style • figurative language	i. Articulate personal feelings or emotional reactions worked from reading a selection. ii. Compare and contrast tones of various selections. iii. Examine and discuss different authors' styles. iv. Locate and discuss use of figurative language such as similes, metaphors, and personification, in a selection.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference material.	i. Explain how a particular literary form contributes to the description of human experience described within text. ii. Compare and contrast pieces with a common theme and of a same genre. iii. Compare and contrast pieces with a common theme and of a different genre.
	b. Activate and draw upon own experiences to connect to reading selections.	i. Free write to purposefully remember personal experiences that relate to the topic of the text read. ii. Compare and contrast own experiences with those described in text.
	c. Identify social, cultural, and historical significance of various types of text.	i. Discuss the following characteristics of grade-level literature which determine significance: • language patterns • context • history ii. Find vocabulary within text that reflects the historical period as well as evidence of social issues. iii. Identify universal themes of text.
	d. Identify how an author uses language and literary devices to evoke a response in a reader: • style • format • structure • point of view	i. Analyze two or more authors' styles. Write a paragraph that imitates one author's style. Incorporate similar sentence structure, language, descriptions, and introductory words. ii. Analyze how an author's choice of words influences the mood of the text.

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		iii. Explain how an author's point of view influences plot development. iv. Explain how an author uses flashback, foreshadowing, and point of view to develop plot.
	e. Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning.	i. Create a classroom list of specific purposes for which readers use text. For one week, keep journal of times and purposes for reading. Graph data. ii. Relate new information from a text to experience and explain how new information affects life experiences and perspective.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support that purpose in literary text.	i. Relate new pieces of literature to previously-read pieces with similar purposes. ii. Analyze how the story's setting affects author's purpose. iii. Analyze information within a literary piece that is critical for developing an author's purpose. iv. Determine purposes such as to entertain, persuade, inform, or distinguish among literary examples of each as well as those with mixed purposes.
	b. Analyze literary text for the following elements. • characters • setting • plot structure • theme • conflict • resolution • symbolism	i. Identify, analyze, and evaluate character roles and motivation. ii. Analyze and evaluate connections between plot, setting, and characters. iii. Identify and connect plot and characters to examples of foreshadowing and flashback. iv. Analyze and evaluate how conflict drives the plot and affects characters. v. Draw inferences from text to identify theme, draw conclusions, and make predictions. vi. Discuss and analyze conflict resolution. vii. Identify and interpret examples of concrete and abstract symbols.
	c. Compare and contrast information from multiple sources.	i. Use multiple sources to verify or contradict information. Evaluate the best source for accurate information. ii. Evaluate text information in relationship to reader's background knowledge.

		iii. Identify and analyze explanations for discrepancies among sources. iv. Compare and contrast tales from different cultures by tracing exploits of one character type and developing theories to account for similar tales in diverse cultures. v. Evaluate text information to identify bias.
	d. Use personal or objective criteria to do the following: • draw conclusions • make inferences • determine meanings • form opinions • make judgments	i. Justify opinions and judgments about fiction and non-fiction. ii. Justify conclusions by using textual inferences. iii. Explain personal experiences that inform inferences about text. iv. Understand terms and concepts defined through quotations, anecdotes, and footnotes. Make connections with text-to-text, text-to-self, text-to-world.
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	i. Identify and analyze facts and opinions within editorials and songs. ii. Analyze grade-level content area text to identify causes and effects.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use questions to guide reading: • identify type of information required to answer a specific question. • independently select resources for answering questions. • read for purpose of answering specific questions.	i. Determine whether a question is asking "who," "what," "when," "where," or "why" information. ii. Skim text to preview its usefulness in providing desired information. iii. Access and gather information from textbooks, encyclopedias, atlases, periodicals, electronic media, and primary sources. iv. Vary reading rate by scanning for key words or important information and slowing to comprehend challenging text.
	b. Use knowledge of common patterns of factual texts to enhance comprehension: • description • main idea/supporting details • comparison/contrast • chronological order • cause/effect • process	i. Use graphic organizer or note-taking format suited to pattern of text: • outline • list • web • Venn diagram • timeline • chart/table • sketch/diagram ii. Use knowledge of how text defines concepts or terms: examples/non-examples, dictionary definitions,

		comparisons, quotations, anecdotes, footnotes, and visual information.
	c. Synthesize what has been read: • identify main idea and supporting details. • identify important information, patterns, and themes. • connect new information with prior knowledge to enhance understanding and memory. • ask new questions. • use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.	i. Highlight or underline key words and important information. ii. Include important information in notes. iii. Use visual graphics to illustrate such patterns as cause and effect. iv. Present important information patterns and themes during discussions or reading conferences. v. Use oral discussion or writing to reflect how new information connects with prior knowledge. vi. Review notes. Record questions in note margin where clarification or additional information is needed. vii. Use K-W-L study strategy (What you KNOW, What you WANT to learn, and What you have LEARNED). viii. Write essay, position statement, and summary in response to text. ix. Debate a particular issue. Defend position with information from text. x. Use visual graphics to demonstrate understanding of concepts and relationships.
05. Read for technical information.	a. Identify and use comprehension strategies to understand technical text.	i. Discuss and respond to reports, memos, charts, graphs, and brochures. ii. List, sort, and outline text material to enhance comprehension.
	b. Explain use of graphics, layout, white space, italics, parentheses, and other visual aids.	i. Create visual aids to promote a school activity. ii. Compare effectiveness of visual aids.
	c. Identify organization of technical texts.	i. Demonstrate importance of precisely and accurately following technical text to create such items as a cake, model car, and an article of furniture. ii. Complete an application for a passport.
	d. Use technical information to complete tasks.	i. Read high school course information. Register for courses to fulfill credit requirements as well as interests. ii. Follow simple word processing

		procedures on a personal computer. iii. Read and follow directions to assemble a kite. iv. Read and follow directions to perform a task such as changing oil and adding gas to a lawn mower.

893. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Understand and use steps of the writing process: • brainstorm • draft • revise • edit • publish	i. Participate in writing workshops to share ideas, respond to drafts, and provide constructive feedback. ii. Given three unrelated topic sentences, write at least five related facts that support each topic sentence.
	b. Write in a variety of formats to specifically record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, laboratory reports, notes, and journals. ii. Write a "list" paragraph that includes related and equally important ideas that begin with such phrases as "Music is…" or "Parents understand little about…"
	c. Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.	i. Create lists of "empty" adjectives: nice, cool, awesome, neat, bad, and good. Select alternative and more specific adjectives to replace them. ii. Replace all "passive" verbs with "active" verbs within an essay to strengthen voice and clarity.
02. Write and edit for correctness and clarity.	a. Determine and apply rules and conventions for the following: • eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle, infinitives, gerunds, and appositives • punctuation • capitalization • spelling • legibility	i. Use the Eighth-Grade Direct Writing Assessment Scoring Standard, a checklist, and handbook to guide proofreading. ii. Participate in peer editing process. Use student-friendly scoring standards and anchor papers. iii. Practice, use, and apply spelling rules in daily writing. • Double final consonant of a word whose final syllable is accented and which ends with a single vowel and consonant before adding a suffix that begins with a vowel. • Add "s" to words ending in a vowel plus "y" (key/keys).

		• Drop the final "e" before adding a suffix that begins with a vowel (have/having). • Add "es" to nouns that end with 's," "ss," "sh," "ch," or "x" to make them plural. • Keep the final "e" when adding a suffix that begins with a consonant (late/lately). • Change the "y" to "i" when adding a suffix to words that end in consonant "y" unless the suffix begins with "i." • Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (get/getting.) • Add "s" to most nouns to form plurals (friend/friends). • Change "f" of "fe" to "v" and add "es" to some nouns that end in "f" or "fe" (half/halves, knife/knives). iv. Appropriately select legible cursive or manuscript. v. Show and break down parts of speech by diagramming simple, compound, and complex sentences.
	b. Incorporate a variety of elements of writing: • alliteration • figurative language • hyperbole • metaphor • personification • vocabulary • idiom	
	c. Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience, and purpose. • Use topic sentences, appropriate word choice, a variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources. • Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.	i. Write business documents, personal letters, letters to the editor, and essays. ii. Write thank-you notes. iii. Write an introduction for a speaker. iv. Write a sample eulogy. v. Write a laboratory or scientific report.

03. Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.	i. Use such resources as newspapers, magazines, manuals, and literary works. ii. Create a newspaper article that organizes and summarizes gathered research.
	b. Produce documents in appropriate format to inform and explain.	i. Produce memos, letters, résumés, applications, manuals, instructions, outlines, collaborative reports, pamphlets, graphs, charts, and news articles. ii. Write an imaginary interview to explain or define information. iii. Use dialogue to rewrite information presented in paragraph form.
04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	i. Analyze two authors' styles. Write a response that imitates one of the author's styles. ii. Write about a particular aspect of a piece of literature and relate it to own experiences. iii. Examine three or more selections from the same author and compare outstanding features of author's style.
	b. Appropriately use a thesis and supporting evidence.	i. Write an evaluative essay of a favorite book or movie. ii. Respond to essay questions in paragraph form. Include topic sentences, supporting details, and conclusions. iii. Develop a thesis related to a controversial regional, national, and global current event topic.
	c. Write and publish original creative works that include figurative and descriptive language.	i. Produce short stories, essays, poetry, and plays. ii. Incorporate metaphor, simile, personification, alliteration, imagery, consonance, and assonance. iii. Begin to use such advanced literary devices as allusion, irony, hyperbole, oxymorons, and understatements.
05. Write to critically analyze and evaluate within the confines of eighth-grade science and social studies curriculum.	a. Analyze for the following: • purpose • ideas • style • structure	i. Respond to personal, peer, and professional writing, current events, visual and performing arts, advertising, and political/civic discourse. ii. Compare elements among such

	• effectiveness	folklore as myths, folk tales, fables, and legends. Determine such purposes of several tales as explaining a mystery of nature, teaching a lesson, or poking fun at human weaknesses. Consider how authors' ideas, styles, and structure influence plot. iii. Respond to essay questions in paragraph form and include the following: • topic sentence • supporting details • conclusion
	b. Use thesis and appropriate supporting evidence to persuade or inform a specific audience.	i. Produce a critique, review, proposal, and editorial. ii. Explain a personal perspective related to science, social studies, or other cultural perspective.
	c. Use writing to persuade.	i. Identify persuasive language in posters, commercials, and other print. Create classroom list. ii. Use persuasive language in a letter to convince an audience as to a scientific or civic point of view. iii. Prepare an argument used to debate an opinion.
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of informational and technological resources to perform the following: • avoid plagiarism through proper use of paraphrasing, quoting, and citing. • when selecting source materials, consider motives credibility, and perspectives of authors. • formulate thesis or focus and provide relevant support	i. Practice taking notes from reference materials which include the following: • list of main ideas and important details • omission of unnecessary words • abbreviations • teacher's notes from board and overhead ii. Locate information within reference materials that compares or contrasts two or more things, defines, and explains.
	b. Present research findings.	i. Produce news articles, individual and collaborative reports, brochures, proposals, critiques, and multimedia presentations. ii. Incorporate historical paper research process: • choose and limit topic; prepare research questions • locate reference materials; prepare bibliography and note cards; and paraphrase resource

		materials • gather information from at least two sources; select relevant data • summarize information into four- to six-page report • bookmark and create files for information gathered from internet
07. Write technical information.	a. Locate sources.	i. Identify, select, and prioritize web sites. ii. Communicate with others via computer.
	b. Produce technical documents.	i. Interpret and organize information. ii. Arrange and format text with a processor. iii. Combine visual text to create multimedia presentations.

894. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.	i. Demonstrate understanding of spoken directions, speeches, plays, advertising, lectures, personal conversations, and public dialogues. ii. Listen to and apply specific instructions related to personal interest.
	b. Develop listening skills to gain enrichment and information about various cultures.	i. Listen and respond to language, speech, music, folk stories, drama, poetry, dialect, theatre, and other fine arts of various cultures. ii. Analyze two different musical selections.
	c. Develop effective interpersonal listening skills.	i. Practice effective listening skills: paraphrasing, demonstrating appropriate body language, note taking, repeating, explaining, elaborating, outlining, and encouraging. ii. Identify effective listeners' behaviors.
02. Listen for literary response and expression.	a. Respond to a variety of oral presentations.	i. Following a presentation, identify various types of literary expression. ii. In open discussion, share and support opinions.

	b. Find similarities and differences within a variety of oral presentations.	i. In small groups, critique songs, poems, monologues, and dramatic presentations. ii. List factors that determine criteria for differences among oral presentations: style, audience, and purpose.
03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.	i. Evaluate television advertisements and productions to identify bias, prejudice, or propaganda. ii. Listen to and evaluate political advertisements.
	b. Listen for sequencing.	i. After listening to an oral presentation, make a timeline. ii. After listening to a story, chronologically list major events.

895. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences that correctly and effectively incorporates the following: • word choices • pronunciation • inflection/modulation • physical gestures • eye contact • posture	i. Participate in a group problem-solving activity. ii. Explain how to get from school to another location within the community to a partner, small group, or entire class. iii. Present an oral interpretation of a poem, children's story, monologue, and dramatic scene to an audience. iv. Write an accurate phone message. v. Practice making proper introductions.
	b. Plan and deliver oral presentations that incorporate the following: • effective transitions • logical organization • support for main ideas • appropriate examples • responses to questions and feedback • visual aids and appropriate technology • proper English	i. Prepare and present a speech for a group of elementary children using visual aids. ii. Prepare and present a speech for a panel of community members and follow with a question and answer session. iii. Prepare and deliver a computer-generated relating to a research project to a peer group.
02. Speak for literary response and expression.	a. Share interpretations of personal and literary works through oral interpretation and dramatic readings.	i. Participate in a book discussion. ii. Dramatize a story to a younger audience. iii. Share an original poem with an

		audience.
	b. Memorize and present a selected poem.	i. Dramatize a reading of a poem. ii. Recite a poem to a group.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Participate in an informal class debate. ii. Conduct peer conferences.
	b. Defend opinion.	i. Research and debate the merits of a current or historical event. ii. Answer questions posed by a group.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: • listen well and verify understanding • avoid monopolizing conversations • raise pertinent questions • exhibit cultural sensitivity	i. Conduct an interview. ii. Participate in a group brainstorming activity to solve a problem.

896. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented material and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify a variety of visually-presented materials: books, films, videos, and internet.	i. Summarize information from a video, drama, advertisement, and computer presentation. ii. Compare written and televised presentations of similar information; determine strengths and weaknesses of each.
	b. Use viewing skills to determine main idea and collect data.	i. Outline and take relevant notes about an informational video. ii. Identify story elements within a video, drama, or film.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented within various media.	i. View a television program and analyze for stereotyping and themes. ii. View a commercial/advertisement and identify roles of various ethnic or cultural environments.
	b. Evaluate relationships, ideas, and cultures represented within various media.	i. Write a review of a television program or movie. ii. Rewrite the ending of a movie.

03. View media to engage in critical analysis and evaluation.	a. Critique, interpret, and evaluate non-print media.	i. Compare and contrast two non-print ads, and, based upon graphics, determine intended audience such as Pier I and Toys R Us. ii. Develop a list of criteria to assess non-print media.
	b. Use knowledge learned from charts and graphs.	i. Write a summarizing paragraph based upon information presented in a chart or graph. ii. Create a chart or graph to present printed information.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Understand the multiple tools of graphics, pictures, color, motion, and music.	i. Describe the attributes of a web page. ii. List several graphic presentation forms available to represent ideas.
	b. Apply knowledge and technical skills to produce effective visuals.	i. Produce a personal web page. ii. Design a yearbook page using photographs. iii. Present a speech that includes posters, charts, graphs, and transparencies. iv. Create a brochure, portfolio, video, or computer presentation (PowerPoint) to promote a product.

897. – 898. (RESERVED).

889. -- 890. (RESERVED).

IDAHO HEALTH PERFORMANCE STANDARDS KINDERGARTEN

Sections 891 through 895

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

891. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Describe exercise.	i. Name ways to exercise at school, at home, at play, while you do chores. ii. List positive effects of exercise. iii. Complete an exercise goal with your class.
	b. Recognize the role of germs in spreading disease.	i. Read a book that talks about germs; Body Battles and Germs Make Me Sick. ii. Share ways germs can be spread. iii. Identify how cleanliness and other good health habits will help prevent disease.
	c. Recognize safety sign and procedures at home, school, and around the neighborhood.	i. Put safety signs up around the classroom and discuss them. ii. Take a neighborhood walk and be a detective finding signs as you go. iii. Identify hazards and safety rules from home, school, bus, auto, and pedestrian.
	d. Describe how each person experiences a variety of feelings and moods.	i. Read a book talking about emotions and feelings. ii. Appropriately role-play situations dealing with feelings and discuss them.
	e-1 Differentiate between helpful and harmful drugs.	i. Recognize the relationship between drugs and medicines. ii. Identify poison symbols.
	e-2 Identify medicines/drugs, their safe use, and safe places.	i. Discuss medicine safety rules.
	f. Differentiate between healthy and unhealthy foods.	i. Identify where foods come from (plants, animals). ii. Recognize how food and water help the body grow. iii. Explain the importance of breakfast/snacks. iv. List healthful snacks.
	g. Identify body parts.	i. Name body parts.

	h. Describe the family.	i. Identify different rules and responsibilities of each family member. ii. Tell ways to help family members. iii. List ways families change.
	i. Identify health products commonly used.	i. Identify health products we use daily (shampoo, toothpaste, soap). ii. Role-play good health habits.
	j. Identify healthy environment.	i. Tell what a neighborhood is. ii. Explain how we work together as a school and neighborhood.

892. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Explain that germs are everywhere and are invisible.	i. Define a germ. ii. Share where germs can be found even though they cannot be seen.
	b. Identify acceptable and unacceptable behavior.	i. Tell what respect is. ii. Share ways to work out conflicts.
	c. Discuss how to make a wise responsible choice.	i. Recognize people who can help make responsible choices. ii. Role-play situations where decisions need to be made.
	d. Recognize risky behaviors.	i. Discuss behaviors that can affect your health (seat belts, drugs, helmets, and other safety issues).

893. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Identify the ways a person expresses feelings and moods.	i. List a variety of feeling words (happy, sad, angry). ii. Identify ways of sharing feelings. iii. Explain that we need to acknowledge our feelings.
	b. Demonstrate appropriate ways to say no.	i. Share how to ask for things you want. ii. Identify different ways of dealing with situations as they arise.
	c. Identify "verbal" and "nonverbal" communication skills.	i. List ways to communicate.

894. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify health products (soap, shampoo, toothpaste).	i. Name health products you have seen in advertisements.
	b. Identify poison symbols (Mr. Yuck, skull, and crossbones).	i. Recognize labels on various health products.
	c. Identify health workers.	i. Name health workers in the community. ii. Invite health professionals to speak to the class.

895. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify feelings.	i. Define feelings. ii. Role-play situations that will illustrate different emotions.
	b. Identify that each person experiences different feelings and moods.	i. Read a book about a disabled person and discuss how their wants and desires are the same as ours. ii. Discuss how all people are worthwhile. iii. Introduce the concept of "compassion" and "empathy."
	c. Explore the benefits of play.	i. Tell activities that you can enjoy. ii. Share safe ways to play and exercise.
	d. Recognize trusted adults who can provide assistance.	i. Discuss and introduce those people who you can talk with about problems.

896. – 904. (RESERVED).

IDAHO HEALTH PERFORMANCE STANDARDS GRADE 1

Sections 905 through 909

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

905. HEALTHY LIFESYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Identify the difference between exercise and stretching.	i. Tell exercises to do to warm up. ii. Explain why we need to exercise.

	b. Tell how germs are spread and describe how the body fights diseases.	i. Discuss germs and ways to prevent the spread of common diseases. ii. Demonstrate proper techniques for hand washing. iii. Describe ways to stay well.
	c. Identify safety procedures.	i. List ways to stay safe in these situations: pedestrian, car, fire, gun, stranger, water. ii. Describe first aid skills for some injuries (cuts, nosebleeds, bee sting).
	d. Explain a variety of emotions and understand that they can be managed successfully.	i. Identify feelings and recognize that all people have feelings. ii. Recognize that feelings can change and that people have ways of changing how they feel.
	e. Differentiate between over-the-counter and prescription drugs.	i. Show some over-the-counter medications and discuss how they are purchased. ii. Demonstrate what a prescription label looks like and name who can prescribe it.
	f. Explain how the use of known and unknown substances can be hazardous.	i. Define the word "drug." ii. Demonstrate how drugs can look like candy. iii. Discuss the effects of alcohol and tobacco on the body. iv. List common household products that are poisonous.
	g. Recognize a nutritional diet is necessary to maintain a healthy body.	i. Introduce the food pyramid. ii. Recognize the need for food variety. iii. Understand how food and water make the body grow.
	h. Describe how you can take care of different body parts.	i. Develop personal responsibility for grooming and cleanliness. ii. Explain proper dental hygiene.
	i. Describe each person's contribution to the family.	i. Discuss ways families are unique and special. ii. Identify the different rules and responsibilities children have in the family. iii. Tell what to do if you have family changes.
	j. Identify the use of health products.	i. Name health products. ii. Identify commercials and advertisements that influence choices. iii. Identify ways to be a safe consumer of health products.

	k. Describe pollution.	i. List types of pollution (land, water, noise, air).

906. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Recognize that germs cause disease.	i. Understand how germs can make people sick. ii. Discuss how germs get in food. iii. Tell how to protect yourself and others from germs.
	b. Explain the necessity for rules for acceptable and unacceptable behavior.	i. Discuss the importance of school and family rules. ii. Share how inappropriate behaviors affect friendships.
	c. Determine how to make a responsible choice.	i. List people who can help you to make wise choices. ii. Role-play situations involving "choices."
	d. Discuss risky behaviors.	i. Model behaviors that would reduce risky behaviors and promote acceptable behaviors.

907. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Share positive ways to express feelings.	i. Demonstrate ways to appropriately share feelings.
	b. Identify refusal and decision-making skills.	i. Display a decision-making wheel (taking turns, sending "I" messages) and practice using them in situational role-playing.
	c. Demonstrate communication skills.	i. Demonstrate "verbal" and "nonverbal" communication skills (body language, tone of voice, expressions).

908. CONSUMER HEALTH

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify examples of health products.	i. Name health products commonly used. ii. Describe the uses and benefits of some health products.

	b. Identify labels on health products.	i. Recognize labels on various health products.
	c. Recognize roles of health workers in the school and community.	i. Invite the school nurse, counselor, or SRO into classroom. ii. Invite community health workers into the classroom (fire department, pharmacist, paramedic).

909. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Demonstrate feelings.	i. Role-play situations and appropriate ways of dealing with feelings involved.
	b. Identify how each person is unique and worthwhile both physically and emotionally.	i. Discuss that all people are unique, worthwhile, and special. ii. Create "I am special" books, notes, cards, etc.
	c. Describe physical activities one enjoys.	i. Explain why one needs to get adequate exercise. ii. Describe how exercise enhances the wellness of the body (heart, lungs, muscles, and skeleton). iii. Describe what it means to exercise safely.
	d. Recognize trusted adults who can provide assistance.	i. Name adults who can help with problems.

910. -- 911. (RESERVED).

IDAHO HEALTH PERFORMANCE STANDARDS GRADE 2

Sections 912 through 916

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

912. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Describe the concepts of fitness and wellness.	i. Explain the effects of exercise on the body. ii. Explain the importance of exercise to good health.

	b. Recognize body signals that indicate sickness or wellness.	i. List symptoms and causes of common illnesses. ii. Explain how you feel when you are sick versus well.
	c. Identify the rules and procedures for safe living.	i. List reasons for following safety rules and the importance of safety personnel in various situations: traffic, pedestrian, fire, water, automobile, bicycles, home, and if one is lost. ii. Discuss emergency safety procedures for natural disasters.
	d. Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices.	i. Discuss emotions and how they are expressed. ii. Role-play consequences of behavior choices.
	e. Identify tobacco, alcohol, medicines, and other drugs.	i. Explain why medicines are drugs. ii. Reinforce the definitions of tobacco, alcohol, and other drugs.
	f. Explain the reasons for wise food selection.	i. Explain the importance of food to growth and good health. ii. Study food groups in the food guide pyramid. iii. List nutritional snacks.
	g. Identify physical characteristics of growth and development.	i. Tell how different body parts change as you grow. ii. Explore the characteristics of growth.
	h. Explain ways family membership changes.	i. Discuss ways families can change (divorce, new baby, death, remarry). ii. Describe ways to cope with family changes.
	i. Identify how to choose a health product.	i. Discuss advertisement for complete and truthful information. ii. Explore labeling to determine health products.
	j. Describe the characteristics of a healthful environment.	i. Identify sources of air, water, land, and noise pollution. ii. Learn how to reduce, reuse and recycle.

913. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Recognize ways illness is spread.	i. Simulate the spread of germs. ii. Describe how infections occur. iii. Tell how to protect yourself and others from germs.

	b. Identify consequences for one's behavior.	i. List consequences for negative behaviors. ii. List the benefits of positive behaviors.
	c. Identify temptations, curiosity, peer influence, and harmful risk-taking.	i. List situations involving temptations, curiosity, peer influence, curiosity, and harmful risk-taking. ii. Role-play situations involving temptations, peer influence, and harmful risk-taking.
	d. Identify behaviors that put a person at risk.	i. Make a safety poster showing safe behaviors in risky situations. ii. Relate positive behaviors in risk-taking situations.

914. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Identify ways to show respect for self and others.	i. Role-play ways to show respect. ii. Explain how to deal with winning and losing.
	b. Describe refusal and decision-making skills.	i. List refusal and decision-making skills. ii. Role-play refusal and decision-making skills.
	c. Demonstrate how to communicate with friends.	i. Describe how to communicate in a positive manner. ii. List ways to communicate non-verbally.

915. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify age appropriate health care items.	i. Name age appropriate health care products. ii. Choose safe and healthful products for one's age.
	b. Identify the different components of a health product label.	i. Show where to find instructions, contents, and warnings on a label.
	c. Identify community health workers and their roles.	i. Match community health workers to their jobs. ii. Invite community health workers to discuss their jobs.

916. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify actions that relate to emotions.	i. Discuss actions that may occur with different emotions. ii. Role-play appropriate actions that demonstrate emotions (verbal, non-verbal).
	b. Recognize that people are unique and worthwhile both physically and emotionally.	i. Describe how you are unique. ii. Describe how you are unique and the same as others. iii. List worthwhile physical and emotional characteristics.
	c. Discuss benefits of exercise and how it can enhance mental and emotional health.	i. List benefits of exercise. ii. Explore ways that exercise can enhance mental and emotional health.
	d. Identify safe environments.	i. List characteristics of a safe environment. ii. Draw a picture of a place one would feel safe. iii. Tell safety rules to protect yourself.

917. -- 920. (RESERVED).

IDAHO HEALTH PERFORMANCE STANDARDS GRADE 3

Sections 921 through 925

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

921. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Recognize the importance of fitness for overall wellness.	i. List components of fitness (strength, flexibility, endurance). ii. Explain individual needs for exercise, relaxation, and sleep.
	b. Describe diseases and disorders.	i. Identify characteristics of diseases. ii. Identify characteristics of disorders.
	c. Identifies and practices rules and procedures for safe living.	i. Develop a plan to handle emergency situations at home. ii. Develop a plan for natural disaster situations that may occur at home.
	d. View each person as a unique and special human being whose behavior can enhance or detract	i. Discuss how each person is unique and special. ii. Describe how your behavior can affect

	from a group, family, or community.	others.
	e. Identify reasons why drugs and medicines are misused and abused.	i. Explain the effects of drugs on the body. ii. Discuss when people should take medicines. iii. Tell wrong ways to use medicines.
	f. Identify the relationship between nutrition and well-being.	i. Define a balanced diet. ii. Classify and list foods according to their principal nutrients. iii. Relate nutrients to well-being.
	g. Explore how the body changes as you grow.	i. Define.body systems and how they change as you grow. ii. Make a timeline of how a body changes.
	h. Adjust to family changes in healthful ways.	i. Practice skills in coping with family changes (divorce, new baby, death).. ii. Discuss positive emotions needed for family changes.
	i. Identify how health information, products, and services are made available.	i. Identify common techniques in advertising toward children. ii. Know how to read and follow directions on labels.
	j. Identify the effects of pollution on the environment.	i. Describe personal actions that affect your environment in a positive way. ii. Practice ways to make play and work areas safe and clean.

922. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Recognize ways of limiting the spread of illness.	i. Discuss proper techniques to avoid the spread of illness. ii. Make posters depicting good hygiene.
	b. Identify how behavior affects your physical, mental, and emotional health.	i. Describe how negative behaviors affect overall health. ii. Describe how positive behaviors affect overall health. iii. List personal behaviors that enhance your mental and emotional health.
	c. Demonstrate methods of dealing with temptations, curiosity, peer influence and harmful risk-taking.	i. Discuss safe methods of dealing with temptations and curiosity. ii. Model methods of dealing with peer influence and harmful risk-taking.

	d. Identify risky behaviors present within family, friendships, and community.	i. Describe risky behaviors. ii. Relate risky behaviors to family, friends, and community.

923. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe how behaviors are affected by others feelings.	i. Discuss sharing feelings. ii. Show how feelings affect those around them.
	b. Demonstrate refusal and decision-making skills.	i. Describe refusal and decision-making skills. ii. Practice refusal and decision-making skills.
	c. Explain effective ways families, friends, and communities communicate.	i. List ways families communicate. ii. Show different ways friends communicate. iii. Explore ways communities communicate (schools, churches, organizations).

924. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify different types of health services.	i. List different health services. ii. Visit different health services. iii. Explore different health services on the internet.
	b. Describe the need to follow directions on product labels.	i. Identify and show where to find directions on a product label. ii. Describe the results that may happen when not following directions on product labels.
	c. Explore various health care careers.	i. Interview various health care professionals. ii. Invite various health care professionals to class.

925. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Describe appropriate actions in response to your emotions.	i. List appropriate actions dealing with your emotions. ii. Draw a picture of your emotional response to specific actions.

	b. Identify ways that people are unique and worthwhile both physically and emotionally.	i. List qualities that make people unique or different.
	c. Recognize the benefits of exercise and how it enhances mental and emotional health.	i. Explain the role of exercise in the promotion of good health. ii. Create an exercise routine with a warm up activity and cool down.
	d. Describe ways of keeping yourself safe.	i. Describe safety rules to protect self. ii. Describe your role in emergency situations.
	e. Recognize the impact of drug use on yourself and others.	i. Explain reasons you should be drug free. ii. Tell ways tobacco, alcohol, and drugs could harm your health.

926. -- 930. (RESERVED).

IDAHO HEALTH PERFORMANCE STANDARDS GRADE 4

Sections 931 through 935

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

931. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Describe the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being.	i. Explain the difference between rest and sleep and why the body needs them. ii. List ways in which regular exercise and recreation benefit the body. iii. Develop a chart of food sources that impact a person's well-being (the food pyramid).
	b. Identify characteristics and causes of diseases and disorders.	i. Differentiate between communicable and non-communicable diseases. ii. Discuss the treatment of diseases. iii. Identify common ways to avoid getting communicable diseases.
	c. Recognize a safe environment and demonstrate readiness skills that deal with emergency situations.	i. Explain safety measures to prevent unintended injuries. ii. Describe proper procedures for emergency situations.
	d. Identify the range of emotions we experience and the connection between our minds and bodies.	i. Role-play different emotions and the correct behaviors or responses. ii. Chart the various emotions and their physical responses.

	e. Identify substances, their use, and abuse.	i. Describe the effects of alcohol, tobacco, and other drugs on the body. ii. List the short and long-term effects of alcohol, tobacco, and other drugs.
	f. Identify the nutritional benefits of different foods.	i. Explain the body's need for nutrients. ii. Identify the six nutrients and their uses. iii. Create a diet that is balanced according to the nutrient content of foods.
	g. Recognize growth and development as a life-long process.	i. Identify the major body systems and their basic functions. ii. Discuss factors that affect your growth and development.
	h. Describe the role of families and friends in affecting our health.	i. Explain how peers and family members affect behaviors. ii. Tell how family roles might adjust to changes in situations (illness, divorce, death, moving).
	i. Determine factors involved in selecting and using health information, products, and services.	i. Explain the role of community health agencies in protecting the health and safety of the community. ii. Describe what health professionals do.
	j. Determine factors that influence the health of our environment.	i. List reasons to control/stop pollution. ii. Identify causes of water, air, and land pollution.

932. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Describe the healthy living habits that can reduce the risk of illness and injury.	i. Recognize safety hazards and identify ways to correct them. ii. Create a chart or poster listing safety rules that may be used at home or with younger students. iii. List those things that help us stay healthy (nutrition, exercise, stress relievers).
	b. Recognize how the actions of one person can affect the behavior of another.	i. List strategies and role-play resisting negative peer pressure. ii. Identify behaviors that communicate care, consideration, and respect of self and others. iii. Reinforce character traits with weekly/monthly discussions.
	c. Identify high-risk situations and behaviors that pose a risk to one's self and others.	i. Practice refusal skills. ii. Explain the need for sound decisions concerning drug use. iii. Tell ways to keep from abusing drugs.

		iv. Tell how a person who abuses drugs can be helped.
	d. Identify the impact of risky behaviors on personal and family health.	i. Identify strategies of conflict resolutions. ii. Explain how to know if decisions you make are responsible.

933. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Identify the causes and effects of conflict in schools and families.	i. List school rules and why they are necessary for student safety. ii. Explain why family guidelines are important. iii. Tell ways you can cooperate with your family members.
	b. Demonstrate refusal and decision-making skills as they relate to substance use and abuse.	i. Role-play effective ways to resist peer pressure to use drugs. ii. Give reasons for saying NO to drugs.
	c. Identify interpersonal communication skills that can be used to build interactions between family, friends, and community.	i. Identify what respect is and how to earn it as well as show it toward others. ii. Discuss three ways in which people communicate feelings. iii. Practice communication skills.

934. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify reliable sources of personal health information, products, and services.	i. List various sources of reliable health services including the internet. ii. Tell how to check your sources of health services. iii. List influences that shape the way families select and use health information, products, and services.
	b. Recognize how the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.	i. Identify ways the media influences health information, products, and services. ii. Tell how you can evaluate ads and commercials for health products.
	c. Identify the different community agencies that promote the health and well-being of your environment.	i. List the different health and wellness agencies and their functions in the community. ii. Identify agencies and groups that can be resources for people to get help for different health problems.

935. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Recognize healthy ways to express your emotions and feelings.	i. Explain the effects of peer pressure on your emotions and feelings. ii. Show in an authentic situation correct emotional responses.
	b. Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities.	i. Identify adaptations that can be made to promote physical fitness for people with diseases and/or disabilities.
	c. Identify physical activities that promote fitness and the relief of mental and emotional tensions.	i. Describe exercises for strength, flexibility, and endurance. ii. Discuss how physical activity reduces body tensions.
	d. Take responsibility for the safety of yourself and others.	i. Role-play situations that require you to follow safety rules and guidelines for yourself and others. ii. Show responsibility for safety in an activity situation. iii. Tell how one person's behavior can help or harm others.
	e. Identify ways to avoid negative social influences and pressures to use alcohol, tobacco, and other drugs.	i. Make a poster of refusal skills you can use to resist the influence to use alcohol, tobacco, and other drugs. ii. Role-play refusal skills to resist the use of alcohol, tobacco, and other drugs in different situations.

936. -- 940. (RESERVED).

IDAHO HEALTH PERFORMANCE STANDARDS GRADE 5

Sections 941 through 945

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

941. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Explain the importance of an active lifestyle leading to lifelong health.	i. Discuss ways to care for your body (skin, hair, nails, vision, and hearing). ii. Identify when to have medical checkups. iii. Discuss the benefits of physical activity.

	b. Describe characteristics and causes of diseases and disorders.	i. Identify causes of infectious and noninfectious diseases. ii. Chart symptoms of diseases. iii. Tell ways to reduce the risk of getting a disease.
	c. Describe basic first aid and safety rules.	i. Explain why you should follow safety guidelines both at home and school. ii. Identify first aid skills and techniques (bandaging cuts, broken bones, and performing the Heimlich hug).
	d. Identify emotions that accompany physical growth and development.	i. Explain how to manage your emotions. ii. Discuss ways emotions can affect your health. iii. Talk about body changes that occur with different emotions.
	e. Identify the effects of substances and their use and abuse.	i. Discuss the effects of alcohol, tobacco, and other drugs. ii. Discuss the safe use of prescription and over-the-counter (OTC) drugs. iii. Role-play situations of being able to stay drug free.
	f. Identify the strategies for developing healthy eating habits.	i. Name the numbers of servings you need every day from each food group in the Food Guide Pyramid. ii. Explain how to read and use food labels to find nutritional facts. iii. Discuss guidelines to use when ordering food at a fast food restaurant.
	g. Recognize factors that affect growth and development.	i. Explain how exercise and a proper diet help growing bodies. ii. Describe how individuals develop at different rates and what they experience as they change.
	h. Identify environmental health issues and their relationship to a healthy lifestyle.	i. List examples of the three R's (reduce, reuse, recycle) of improving the environment. ii. Explain how the spread of disease can be controlled or prevented. iii. Describe how water, air, and land pollution can affect people's health.

942. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Evaluate healthy living habits that can reduce the risk of illness and injury.	i. Describe how exercise benefits the respiratory and circulatory systems. ii. Recognize and reduce hazards that lead to unexpected injuries.

		iii. Identify the importance of making healthful food choices. iv. Recognize the relationship between lifestyle choices and the risk of developing some diseases.
	b. Describe behaviors/consequences of drug use.	i. Invite a substance abuse counselor/law enforcement personnel to speak to class on consequences of drug use.
	c. Identify strategies for resisting substance abuse.	i. List reasons to stay drug free. ii. Explain how the misuse of illegal drugs can harm the body. iii. Explore how drug abuse can interfere with activities and goals.
	d. Explain the impact of risky behaviors on personal and family health.	i. Discuss ways your family influences your health. ii. Identify and list habits to choose now to live in a healthful way.

943. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Explain the causes and effects of conflict in schools and families.	i. Recognize situations that can lead to violence. ii. Identify skills used to resolve conflicts. iii. Practice ways to avoid conflict.
	b. Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.	i. Identify strategies for making and keeping friends. ii. Explain how to deal with peer pressure. iii. Create steps for a peer mediation process.
	c. Describe how interpersonal communication skills can be used to build interactions between family, friends, and community.	i. Explain how you can show respect for other people. ii. Talk about ways to encourage other people to take responsibility for their health.

944. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Explain the validity of health information, products, and services.	i. Discuss ways to make wise choices about health products and services and how the family can influence those decisions. ii. List organizations that help communities prepare for and respond to emergencies. iii. Describe the role of consumer advocate groups.

	b. List ways the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.	i. Discuss ad appeals that try to influence your choices. ii. Discuss kinds of technology you can use to learn about health. iii. Tell why you need to have media literacy.
	c. Describe community factors that promote wellness, safety, and disease prevention.	i. Explain the importance of choosing health care products wisely. ii. Compare school rules with home rules for practicing safety. iii. List care providers for diseases and disorders.

945. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify skills that positively control and express your emotions and feelings.	i. Role-play using " I" messages to express feelings. ii. Discuss ways emotions can affect your health. iii. Explain how to bounce back from hard times. iv. Learn effective strategies for dealing with uncomfortable feelings.
	b. Identify and practice effective strategies for stress management.	i. List strategies for stress management. ii. Describe different types of coping skills.
	c. Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions.	i. Describe ways physical exercise relieves stress. ii. List lifetime sports you enjoy. iii. List activities that can help you be physically fit.
	d. Define emotional safety.	i. Discuss situations where you feel emotionally secure. ii. Describe body reactions to unsafe situations (increased heart rate, rapid breathing, sweating).
	e. Identify behaviors that influence the use of alcohol, tobacco, and other drugs.	i. Analyze advertisements for alcohol and tobacco products. ii. Define addiction. iii. Discuss issues revolving around peer pressure.

946. -- 950. (RESERVED).

IDAHO HEALTH PERFORMANCE STANDARDS GRADE 6

Sections 951 through 955

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

951. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Identify the influence exercise has in developing a healthy system.	i. Identify target heart rate. ii. Identify the difference between resting heart rate, target heart rate, and recovery heart rate. iii. Describe the components of exercise (frequency, duration, intensity, and mode).
	b. Identify prevention, causes, and treatment of diseases and disorders.	i. Identify lifestyle diseases and their causes and treatment. ii. Identify eating disorders.
	c. Demonstrate and be able to apply basic first aid and safety rules.	i. Demonstrate basic first aid. ii. Discuss personal safety rules.
	d. Describe emotions that affect personal health.	i. Assess the value of relaxation techniques. ii. Define basic emotions and how they affect decision-making.
	e. Identify the choices and consequences related to abuse of alcohol, tobacco, and other drugs.	i. Describe the effect on the body of alcohol, tobacco, and drugs. ii. Discuss the behaviors and consequences of drug-related choices. iii. Role-play alternative strategies related to the use of alcohol and other drugs.
	f. Apply strategies for developing healthy eating habits.	i. Evaluate the average "American teen" diet. ii. List the daily food intake. iii. Compare caloric intake with caloric expenditure.
	g. Identify the functions and characteristics of the major body systems.	i. Label the major body systems. ii. Role-play the functions of the body systems (moving food through digestive system, blood flow through circulatory system). iii. Discuss the interaction of all body systems.
	h. Discuss and evaluate the importance of healthy relationships.	i. Describe a healthy relationship. ii. Role-play various characteristics of a healthy relationship. iii. Invite a school counselor to lead a group discussion concerning the importance of healthy relationships.

	i. Examine factors involved in selecting and using health information, products, and services.	i. Compare and contrast health products. ii. Create a multimedia presentation on health services available in your community.
	j. Describe environmental health issues and their relationships to a healthy lifestyle.	i. Discuss the environmental issues in the community. ii. Demonstrate recycling. iii. Visit the local landfill or water treatment plant.

952. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Identify risk factors for illness and injuries.	i. Recognize the long-range consequences of a poor diet. ii. Identify safety gear necessary for injury prevention. iii. Introduce and discuss risk factors of STD's.
	b. Examine and evaluate how the actions of one person affect the behaviors of others.	i. Compare and contrast long-range consequences of positive and negative interactions. ii. Discuss and debate alternative choices to school violence.
	c. Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others.	i. Identify and demonstrate refusal skills in situations influenced by substance abuse. ii. Role-play various situations where refusal skills are necessary. iii. Brainstorm alternative strategies to avoid involvement in negative situations.
	d. Describe the impact of risk behaviors on personal and family health.	i. Invite a law enforcement officer to discuss legal ramifications involving use/possession of illegal substances.

953. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe the causes and effects of conflict in schools and families.	i. List typical conflicts found in schools (bullying, hazing, teasing, sexual harassment). ii. Discuss win/win solutions. iii. Apply conflict resolution skills through role-playing.
	b. Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.	i. Model refusal skills to primary grades through role-plays. ii. Apply refusal skills in various situations (stealing, cheating).

	c. Explain interpersonal communication skills that can be used to build interactions between family, friends, and community.	i. Identify and practice communication skills ("I" and "You" statements). ii. Discuss the benefits of good communication skills and how they relate to the interaction between family, friends, and community.

954. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Evaluate the validity of health information, products, and services.	i. Identify the effects of fads and consumer choices. ii. Analyze factors and situations that influence personal selection of consumer products and services. iii. Design a multimedia presentation on health products and services.
	b. Analyze how the media influences information about tobacco, alcohol, and drugs.	i. Discuss the advertising techniques used by tobacco, alcohol, prescription, and non-prescription drug companies.
	c. Determine health resources available in your community and state.	i. List available health information resources (internet, media, periodicals). ii. Recognize community resources for health service.

955. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Analyze skills that positively express your emotions and feelings.	i. List emotional needs. ii. Discuss depression and possible consequences.
	b. Analyze the influence exercise has on relieving mental and emotional tension.	i. Demonstrate stretching exercises and relaxation techniques and discuss the benefits for relieving tension/stress. ii. Analyze the benefits of cardio-respiratory exercise and its effect on mental and emotional wellness.
	c. Identify skills necessary for stress management, decision-making, and managing conflicts.	i. List methods of stress management. ii. Demonstrate decision-making skills in conflict management situations. iii. Identify coping strategies.
	d. Explore aspects of emotional safety.	i. Role-play situations where one might feel emotionally unsafe. ii. Develop a safety audit for the school addressing safe and unsafe situations and

		places (bathrooms, bus stop, hallway, playground).
	e. Explore factors that influence the use of alcohol, tobacco, and drugs.	i. Explain how family and friends influence our behaviors and choices. ii. Identify situations where students use substances to meet emotional needs. iii. List addictive behaviors.

956. -- 960. (RESERVED).

IDAHO HEALTH PERFORMANCE STANDARDS MIDDLE GRADES

Sections 961 through 965

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

961. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Identify the components of physical fitness.	i. Define the five components of physical fitness: muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, and body composition. ii. Design an exercise program.
	b. Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.	i. Research and present a report on a specific disease or disorder. ii. Write a reaction paper or journal entry on a guest speaker. iii. Differentiate between communicable and non-communicable diseases.
	c. Demonstrate knowledge of basic first aid and injury prevention.	i. Perform the RICE (rest, ice, compression, and elevation) treatment. ii. Perform rescue breathing, abdominal thrusts, Heimlich maneuver, first aid, and CPR techniques on mannequins or models. iii. Discuss Universal Precautions (washing hands and disposal of body fluids). iv. Identify safety precautions to prevent and/or reduce injury.
	d. Explain the relationship among mental/emotional, physical, and social health as a basis for wellness.	i. Draw, label, and discuss the relationship among the components of health. ii. Explain the Health/Illness (Wellness) Continuum.
	e. Recognize the impact of substance abuse on personal health.	i. Analyze how short and long term goals are affected by alcohol, tobacco, and other drug abuse.

	f. Identify how food choices affect health.	i. Analyze the immediate and long-term benefits of eating breakfast. ii. Discuss personal experiences of positive and negative food choices. iii. Keep a diary of a day's diet and analyze it. iv. Design a personal diet based on nutritional needs.
	g. Label the major components of each body system and identify the relationship to overall health.	i. Identify the major body systems and their functions and relationships to one another.
	h. Analyze the importance of healthy relationships.	i. Describe the role of families and friends in affecting our health. ii. Discuss the importance of good communication skills.
	i. Examine environmental health and recognize how it relates to a healthy lifestyle.	i. Identify sources and causes of environmental health risks. ii. Recognize the environmental risks within your community.

962. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Identify risk factors that lead to STD's and pregnancy.	i. Explain how STD's are caused, transmitted, treated, and prevented. ii. List the early symptoms and long-term consequences of STD's. iii. List community resources for testing and treatment. iv. List the benefits of abstinence.
	b. Evaluate the impact of risky behavior on personal health.	i. Discuss the leading causes of teen mortality. ii. Explain how the cumulative effects of poor health choices impact the well-being of the individual. iii. Determine how one's heredity, environment, and personal choices contribute to diseases and disorders.
	c. Identify the short-term effects and long-term consequences of substance abuse.	i. Discuss how chemical substance use and abuse can affect personal goals and opportunities. ii. Explain the effects of drug interactions on the body. iii. Recognize that chemical substance dependencies are preventable and treatable and identify appropriate community resources. iv. Analyze the relationship of dependency, tolerance, and withdrawal. v. Explain school policies and Idaho laws

		regarding the unlawful use of chemical substances.

963. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe and explain the causes and effects of conflict in schools and families.	i. Identify potential conflict situations in the schools setting. ii. Apply conflict resolution skills (mediate, negotiate, compromise). iii. Identify resource personnel (teachers, administrator, friends, parents). iv. Identify and explain how the individual's role is important in the family.
	b. Demonstrate communication skills that enhance personal relationships.	i. Identify the skills needed to promote respect for self and others. ii. Practice coping skills, affirmations, refusal skills, and conflict resolution.

964. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Analyze the validity of health information, products, and services.	i. Analyze food labels. ii. Analyze advertising techniques. iii. Recognize the advantages and disadvantages of different treatments (proven, unproven, and experimental). iv. Analyze factors and situations that influence personal selection of consumer products.
	b. Identify the available resources, which provide health care services and information.	i. List available health information resources (internet, media, and periodicals). ii. Recognize community resources for health service.

965. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify mental and emotional disorders.	i. Identify the early warning signs of depression. ii. Role-play defense mechanisms. iii. Recognize eating disorders. iv. Assess situations in which a person should seek help for oneself or others.
	b. Recognize the personal aspects of mental and emotional health.	i. Identify the stages of the grieving process. ii. Recognize methods to build self-esteem. iii. Analyze personal behaviors and attitudes and how they relate to mental and emotional wellness.

	c. Identify stressors and techniques for stress management.	i. Identify the difference between positive and negative stress and its effects on the individual. ii. Identify positive techniques that help deal with stress.
	d. Demonstrate aspects of emotional safety.	i. Define types of harassment. ii. Develop strategies for dealing with harassment.
	e. Analyze factors that influence the use of alcohol, tobacco, and drugs.	i. Discuss various factors impacting addiction. ii. Identify types of intervention.